

STANDARDS OVERVIEW ACTIVITY: What Indiana's students & teachers need to know and be able to do in ELA.

	Kindergarten Student Standard	Teacher Preparation Standard
<u>Standard 1. READING: Word Recognition, Fluency, and Vocabulary Development</u>	1.1 Concepts about Print ⇒ Identify the front cover, back cover, and title page of a book. ⇒ Follow words from left to right and from top to bottom on the printed page. ⇒ Understand that printed materials provide information. ⇒ Recognize that sentences in print are made up of separate words. ⇒ Distinguish letters from words. ⇒ Recognize and name all capital and lowercase letters of the alphabet.	The Early Childhood and Middle Childhood English/language arts teacher's content background should include: Appendix <i>Guideline 2: LITERATURE AND READING</i> • knowledge and understanding of theories of reading and of the reading process and how these relate to all effective reading strategies
	1.2 Phonemic Awareness ⇒ Listen to two or three phonemes (sounds) when they are read aloud, and tell the number of sounds heard, whether they are the same or different, and the order. ⇒ Listen and say the changes in spoken syllables (a word or part of a word that contains one vowel sound) and words with two or three sounds when one sound is added, substituted, omitted, moved, or repeated. ⇒ Blend consonant-vowel-consonant (cvc) sounds aloud to make words. ⇒ Say rhyming words in response to an oral prompt. ⇒ Listen to one-syllable words and tell the beginning or ending sounds.	Appendix <i>Guideline 2: LITERATURE AND READING</i> ▪ knowledge and understanding of theories of reading and of the reading process and how these relate to all effective reading strategies <i>Guideline 2: LANGUAGE AND MEDIA</i> • knowledge and understanding of language theory including the language acquisition process, the language development process, the history of the English language, the changing nature of language, its different and variant forms, and language appropriateness in different contexts
	1.3 Decoding and Word Recognition ⇒ Match all consonant sounds (<u>ma</u> d, r <u>e</u> d, p <u>i</u> n, t <u>o</u> p, s <u>u</u> n) to appropriate letters. ⇒ Read one-syllable and high frequency (often-heard) words by sight. ⇒ Use self-correcting strategies when reading simple sentences.	Appendix <i>Guideline 2: LITERATURE AND READING</i> • knowledge and understanding of theories of reading and of the reading process and how these relate to all effective reading strategies <i>Guideline 2: LANGUAGE AND MEDIA</i> • knowledge and understanding of language theory

	<p>⇒ Read their own names.</p> <p>⇒ Understand the alphabetic principle, which means that as letters in words change, so do the sounds.</p> <p>⇒ Learn and apply knowledge of alphabetical order when using a classroom or school library/media center.</p>	<p>including the language acquisition process, the language development process, the history of the English language, the changing nature of language, its different and variant forms, and language appropriateness in different contexts</p>
	<p>1.4 Vocabulary and Concept Development</p> <p>⇒ Identify and sort common words in basic categories.</p> <p>⇒ Identify common signs and symbols.</p>	<p>Appendix</p> <p><i>Guideline 2: LITERATURE AND READING</i></p> <ul style="list-style-type: none"> • knowledge and understanding of theories of reading and of the reading process and how these relate to all effective reading strategies <p><i>Guidelines 2: LANGUAGE AND MEDIA</i></p> <ul style="list-style-type: none"> • knowledge and understanding of language theory including the language acquisition process, the language development process, the history of the English language, the changing nature of language, its different and variant forms, and language appropriateness in different contexts
Standard 2. READING: Reading Comprehension	<p>2.1 Structural Features of Informational and Technical Materials</p> <p>⇒ Locate the title and the name of the author of a book.</p>	<p>Appendix</p> <p><i>Guidelines 2: LITERATURE AND READING</i></p> <ul style="list-style-type: none"> • knowledge and understanding of theories of reading and of the reading process and how these relate to all effective reading strategies
	<p>2.2 Comprehension and Analysis of Grade-Level-Appropriate Text</p> <p>⇒ Use picture clues and context to aid comprehension and to make predictions about story content.</p> <p>⇒ Connect the information and events in texts to life experiences.</p> <p>⇒ Retell familiar stories.</p> <p>⇒ Identify and summarize the main ideas and plot of a story.</p>	<p>Appendix</p> <p><i>Guideline 2: LITERATURE AND READING</i></p> <ul style="list-style-type: none"> ▪ reading and understanding a wide variety of children's literature across the genres of picture books, poetry, novels, short stories, drama, biography, autobiography, and non-fiction works ▪ knowledge and understanding of theories of reading and of the reading process and of strategies for helping students comprehend a variety of texts well.

<u>Standard 3. LITERARY RESPONSE AND ANALYSIS</u>	3.1 Analysis of Grade-Level-Appropriate Narratives (Stories) ⇒ Distinguish fantasy from reality. ⇒ Identify types of everyday print materials. ⇒ Identify characters, settings, and important events in a story. ⇒ Identify favorite books and stories.	<p style="text-align: center;">Appendix</p> <p><i>Guideline 2: LITERATURE AND READING</i></p> <ul style="list-style-type: none"> • a wide variety of children's literature across the genres of picture books, poetry, novels, short stories, drama, biography, autobiography, and non-fiction works
<u>Standard 4. WRITING: Writing Process</u>	4.1 Organization and Focus ⇒ Discuss ideas to include in a story. ⇒ Tell a story that the teacher or some other person will write. ⇒ Write using pictures, letters, and words. ⇒ Write phonetically spelled words (words that are written as they sound) and consonant-vowel-consonant words (demonstrating the alphabetic principle). ⇒ Write by moving from left to right and from top to bottom.	<p style="text-align: center;">Appendix</p> <p><i>Guideline 2: WRITING</i></p> <ul style="list-style-type: none"> ▪ knowledge and understanding of theories of writing and of the writing process and how these English/language arts relate to currently accepted writing strategies ▪ knowledge and understanding of the writing process as a tool of inquiry, research, and self-expression. <p><i>Guideline 2: SPEAKING, LISTENING, NONVERBAL</i></p> <ul style="list-style-type: none"> ▪ knowledge of the importance of interpersonal and group communication skills
<u>Standard 5. WRITING: Writing Applications</u>	5.1 Different Types of Writing and Their Characteristics ⇒ Draw pictures and write words for a specific reason. ⇒ Draw pictures and write for specific people or persons.	<p style="text-align: center;">Appendix</p> <p><i>Guideline 2: WRITING</i></p> <ul style="list-style-type: none"> ▪ knowledge and understanding of theories of writing and of the writing process and how these English/language arts relate to currently accepted writing strategies ▪ knowledge and understanding of the writing process as a tool of inquiry, research, and self-expression. <p><i>Guideline 2: SPEAKING, LISTENING, NONVERBAL</i></p> <ul style="list-style-type: none"> ▪ knowledge of the importance of interpersonal and group communication skills

<u>Standard 6. WRITING: Written English Language Conventions</u>	6.1 Handwriting ⇒ Write capital and lowercase letters of the alphabet, correctly shaping and spacing the letters.	Appendix <i>Guideline 1:</i> Early Childhood and Middle Childhood English/language arts teachers must be able to assist students in becoming literate and orally proficient. Early and Middle Childhood English/language arts teachers must be proficient in: <ul style="list-style-type: none"> ▪ development of physical skills of early learners/finemotor skills, including handwriting
	6.2 Spelling ⇒ Spell independently using an understanding of the sounds of the alphabet and knowledge of letter names	Appendix <i>Guideline 2: LANGUAGE AND MEDIA</i> <ul style="list-style-type: none"> ▪ knowledge and understanding of accepted rules of grammar, mechanics, spelling, syntax, and usage
<u>Standard 7. LISTENING AND SPEAKING: Listening and Speaking Skills, Strategies, and Applications</u>	7.1 Comprehension ⇒ Understand and follow one-and two-step directions.	Appendix <i>Guideline 2: LITERATURE AND READING</i> <ul style="list-style-type: none"> ▪ reading and understanding a wide variety of children's literature across the genres of picture books, novels, short stories, drama, biography, autobiography, and non-fiction works
	7.2 Oral Communication ⇒ Share information and ideas, speaking in complete, coherent sentences.	Appendix <i>Guideline 2: LANGUAGE AND MEDIA</i> <ul style="list-style-type: none"> ▪ knowledge and understanding of accepted rules of accepted grammar, mechanics, spelling, syntax
	7.3 Speaking Applications ⇒ Describe people, places, things (including their size, color, and shape), locations, and actions. ⇒ Recite short poems, rhymes, and songs. ⇒ Tell an experience or creative story in a logical sequence.	Appendix <i>Guideline 2: LANGUAGE AND MEDIA</i> <ul style="list-style-type: none"> ▪ knowledge and understanding of language theory including the language acquisition process, the language development process, the history of the English language, the changing nature of language, its different and variant forms, and language appropriateness in different contexts

		<p><i>Guideline 2: SPEAKING, LISTENING, NONVERBAL</i></p> <ul style="list-style-type: none"> ▪ knowledge of skills associated with public address and debate as well as speaking for a variety of purposes ▪ knowledge of the importance of interpersonal and group communication skills
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STANDARDS OVERVIEW ACTIVITY: What Indiana’s students & teachers need to know and be able to do in ELA.

1st Grade Student Standard

Teacher Preparation Standard

<p><u>Standard 1. READING: Word Recognition, Fluency, and Vocabulary Development</u></p>	<p>1.1 Concepts about Print ⇒ Match oral words to printed words. ⇒ Identify letters, words, and sentences. ⇒ Recognize that sentences start with capital letters and end with punctuation, such as periods, question marks, and exclamation points.</p>	<p>The Early Childhood and Middle Childhood English/language arts teacher's content background should include:</p> <p style="text-align: center;">Appendix</p> <p><i>Guideline 2: LITERATURE AND READING</i></p> <ul style="list-style-type: none"> • knowledge and understanding of theories of reading and of the reading process and how these relate to all effective reading strategies
	<p>1.2 Phonemic Awareness ⇒ Distinguish beginning, middle, and ending sounds in single-syllable words (words with only one vowel sound). ⇒ Recognize different vowel sounds in orally stated single-syllable words. ⇒ Recognize that vowels’ sounds can be represented by different letters. ⇒ Create and state a series of rhyming words. ⇒ Add, delete, or change sounds to change words. ⇒ Blend two to four phonemes (sounds) into recognizable words.</p>	<p style="text-align: center;">Appendix</p> <p><i>Guideline 2: LITERATURE AND READING</i></p> <ul style="list-style-type: none"> ▪ knowledge and understanding of theories of reading and of the reading process and how these relate to all effective reading strategies <p><i>Guideline 2: LANGUAGE AND MEDIA</i></p> <ul style="list-style-type: none"> • knowledge and understanding of language theory including the language acquisition process, the language development process, the history of the English language, the changing nature of language, its different and variant forms, and language appropriateness in different contexts
	<p>1.3 Decoding and Word Recognition ⇒ Generate the sounds from all the letters and from a variety of letter patterns, including consonant blends and long- and short vowel patterns (a,e,i,o,u), and blend those sounds into recognizable words. ⇒ Read common sight words (words that are often seen and heard).</p>	<p style="text-align: center;">Appendix</p> <p><i>Guideline 2: LITERATURE AND READING</i></p> <ul style="list-style-type: none"> • knowledge and understanding of theories of reading and of the reading process and how these relate to all effective reading strategies <p><i>Guideline 2: LANGUAGE AND MEDIA</i></p> <ul style="list-style-type: none"> ▪ knowledge and understanding of language theory including the language acquisition process, the

	<p>⇒ Use phonic and context clues as self-correction strategies when reading.</p> <p>⇒ Read words by using knowledge of vowel diagraphs (two vowels that make one sound such as the <i>ea</i> in <i>eat</i>) and knowledge of how vowel sounds change when followed by the letter <i>r</i> (such as the <i>ea</i> in the word <i>ear</i>).</p> <p>⇒ Read common word patterns.</p> <p>⇒ Read aloud smoothly and easily in familiar text.</p>	<p>language development process, the history of the English language, the changing nature of language, its different and variant forms, and language appropriate different contexts</p> <p><i>Guideline 2: SPEAKING, LISTENING, NONVERBAL</i></p> <ul style="list-style-type: none"> ▪ knowledge of the importance of oral interpretation skills
	<p>1.4 Vocabulary and Concept Development</p> <p>⇒ Read and understand simple compound words (<i>birthday, anything</i>) and contractions (<i>isn't, aren't, can't, won't</i>).</p> <p>⇒ Read and understand root words (<i>look</i>) and their inflectional forms (<i>looks, looked, looking</i>).</p> <p>⇒ Classify categories of words.</p>	<p>Appendix</p> <p><i>Guideline 2: LITERATURE AND READING</i></p> <ul style="list-style-type: none"> • knowledge and understanding of theories of reading and of the reading process and how these relate to all effective reading strategies <p><i>Guideline 2: LANGUAGE AND MEDIA</i></p> <ul style="list-style-type: none"> ▪ knowledge and understanding of language theory including the language acquisition process, the language development process, the history of the English language, the changing nature of language, its different and variant forms, and language appropriateness in different contexts
Standard 2. READING: Reading Comprehension	<p>2.1 Structural Features of Information and Technical Materials</p> <p>⇒ Identify the title, author, illustrator, and table of contents of a reading selection.</p> <p>⇒ Identify text that uses sequence or other logical order.</p>	<p>Appendix</p> <p><i>Guideline 2: LITERATURE AND READING</i></p> <ul style="list-style-type: none"> • knowledge and understanding of theories of reading and of the reading process and how these relate to all effective reading strategies
	<p>2.2 Comprehension and Analysis of Grade-Level-Appropriate Text</p> <p>⇒ Respond to <i>who, what, when, where, why</i>, and <i>how</i> questions and discuss the main idea of what is read.</p> <p>⇒ Follow one-step written instructions.</p>	<p>Appendix</p> <p><i>Guideline 2: LITERATURE AND READING</i></p> <ul style="list-style-type: none"> • knowledge and understanding of theories of reading and of the reading process and how these relate to all effective reading strategies

	<p>⇒ Use context (the meaning of the surrounding text) to understand word and sentence meanings.</p> <p>⇒ Confirm predictions about what will happen next in a text by identifying key words.</p> <p>⇒ Relate prior knowledge to what is read.</p>	<p><i>Guideline 2: INTEGRATION OF ENGLISH/LANGUAGE ARTS</i></p> <ul style="list-style-type: none"> ▪ (reading, writing, speaking, listening, and thinking) in creating and interpreting texts and the use of themes for this integration, especially as this fits the remaining English/language arts curriculum and instruction standards
<p><u>Standard 3. READING: Literary Response and Analysis</u></p>	<p>3.1 Narrative Analysis of Grade-Level-Appropriate Text</p> <p>⇒ Identify and describe the plot, setting, and character(s) in a story. Retell a story's beginning, middle, and ending.</p> <p>⇒ Describe the roles of authors and illustrators.</p>	<p>Appendix</p> <p><i>Guideline 2: LITERATURE AND READING</i></p> <ul style="list-style-type: none"> ▪ reading and understanding a wide variety of children's literature across the genres of picture books, poetry, novels, short stories, drama, biography, autobiography, and non-fiction works ▪ knowledge and understanding of theories of reading and of the reading process and how these relate to all effective reading strategies
<p><u>Standard 4. WRITING: Writing Process</u></p>	<p>4.1 Organization and Focus</p> <p>⇒ Discuss ideas and select a focus for group stories or other writing.</p> <p>⇒ Use various organizational strategies to plan writing.</p>	<p>Appendix</p> <p><i>Guideline 2: WRITING</i></p> <ul style="list-style-type: none"> ▪ knowledge and understanding of theories of writing and of the writing process and how these English/language arts relate to currently accepted writing strategies ▪ knowledge and understanding of the writing process as a tool of inquiry, research, and self-expression. <p><i>Guideline 2: SPEAKING, LISTENING, NONVERBAL</i></p> <ul style="list-style-type: none"> ▪ knowledge of the importance of interpersonal and group communication skills

	4.2 Evaluation and Revision ⇒ Revise writing for others to read.	Appendix <i>Guideline 2: WRITING</i> <ul style="list-style-type: none"> ▪ knowledge and understanding of theories of writing and of the writing process and how these English/language arts relate to currently accepted writing strategies ▪ knowledge and understanding of the writing process as a tool of inquiry, research, and self-expression.
<u>Standard 5. WRITING: Writing Applications</u>	5.1 Different Types of Writing and Their Characteristics ⇒ Write brief narratives (stories) describing an experience. ⇒ Write brief expository (informational) descriptions of a real object, person, place, or event, using sensory details. ⇒ Write simple rhymes. ⇒ Use descriptive words when writing. ⇒ Write for different purposes and to a specific audience or person.	Appendix <i>Guideline 2: WRITING</i> <ul style="list-style-type: none"> ▪ knowledge and understanding of theories of writing and of the writing process and how these English/language arts relate to currently accepted writing strategies ▪ knowledge and understanding of the writing process as a tool of inquiry, research, and self-expression.

STANDARDS OVERVIEW ACTIVITY: What Indiana’s students & teachers need to know and be able to do in ELA.

2nd Grade Student Standard

Teacher Preparation Standard

Teacher Recommendation # 1 or #2- Content Background Areas- A-E indicators

<p><u>Standard 1. READING: Word Recognition, Fluency, and Vocabulary Development</u></p>	<p>1.1 Phonemic Awareness ⇒ Demonstrate an awareness of the sounds that are made by different letters by distinguishing beginning, middle, and ending sounds in words; and clearly pronouncing blends and vowel sounds.</p> <p>1.2 Decoding and Word Recognition ⇒ Recognize and use knowledge of spelling patterns (such as <i>cut/cutting, slide/sliding</i>) when reading. ⇒ Decode (sound out) regular words with more than one syllable (<i>dinosaur, vacation</i>). ⇒ Recognize common abbreviations (<i>Jan., Fri.</i>). ⇒ Identify and correctly use regular plural words (<i>mountain/mountains</i>) and irregular plural words (<i>child/children, mouse/mice</i>). ⇒ Read aloud fluently and accurately with appropriate changes in voice and expression.</p> <p>1.3 Vocabulary and Concept Development ⇒ Understand and explain common antonyms (words with opposite meanings) and synonyms (words with the same meanings). ⇒ Use knowledge of individual words to predict the meaning of unknown compound words (<i>lunchtime,</i></p>	<p>The Early Childhood and Middle Childhood English/language arts teacher's content background should include:</p> <p style="text-align: center;">Appendix</p> <p><i>Guideline 2: LITERATURE AND READING</i></p> <ul style="list-style-type: none"> • knowledge and understanding of theories of reading and of the reading process and how these relate to all effective reading strategies <hr/> <p style="text-align: center;">Appendix</p> <p><i>Guideline 2: LITERATURE AND READING</i></p> <ul style="list-style-type: none"> • knowledge and understanding of theories of reading and of the reading process and how these relate to all effective reading strategies <p><i>Guideline 2: LANGUAGE AND MEDIA</i></p> <ul style="list-style-type: none"> ▪ knowledge and understanding of language theory including the language acquisition process, the language development process, the history of the English language, the changing nature of language, its different and variant forms, and language appropriateness in different contexts <p><i>Guideline 2: SPEAKING, LISTENING, NONVERBAL</i></p> <ul style="list-style-type: none"> ▪ knowledge of the importance of oral interpretation skills <hr/> <p style="text-align: center;">Appendix</p> <p><i>Guideline 2: LITERATURE AND READING</i></p> <ul style="list-style-type: none"> • knowledge and understanding of theories of reading and of the reading process and how these relate to all effective reading strategies
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	<p><i>lunchroom, daydream, raindrop</i>).</p> <p>⇒ Know the meaning of simple prefixes (word parts added at the beginning of words such as <i>un-</i>) and suffixes (word parts added at the end of words such as <i>-ful</i>).</p> <p>⇒ Identify simple multiple-meaning words (<i>change, duck</i>).</p>	<p><i>Guideline 2: LANGUAGE AND MEDIA</i></p> <ul style="list-style-type: none"> ▪ knowledge and understanding of language theory including the language acquisition process, the language development process, the history of the English language, the changing nature of language, its different and variant forms, and language appropriateness in different contexts
<p>Standard 2. READING: Reading Comprehension</p>	<p>2.1 Structural Features of Informational and Technical Materials</p> <p>⇒ Use titles, tables of contents, and chapter headings to locate information in text.</p>	<p>Appendix</p> <p><i>Guideline 2: LITERATURE AND READING</i></p> <ul style="list-style-type: none"> • knowledge and understanding of theories of reading and of the reading process and how these relate to all effective reading strategies
	<p>2.2 Comprehension and Analysis of Grade-Level-Appropriate Text</p> <p>⇒ State the purpose for reading.</p> <p>⇒ Use knowledge of the author's purpose(s) to comprehend informational text.</p> <p>⇒ Ask and respond to questions to aid comprehension about important elements of informational texts.</p> <p>⇒ Restate facts and details in the text to clarify and organize ideas.</p> <p>⇒ Recognize cause-and-effect relationships in a text.</p> <p>⇒ Interpret information from diagrams, charts, and graphs.</p> <p>⇒ Follow two-step written instructions.</p>	<p>Appendix</p> <p><i>Guideline 2: LITERATURE AND READING</i></p> <ul style="list-style-type: none"> • knowledge and understanding of theories of reading and of the reading process and how these relate to all effective reading strategies <p><i>Guideline 2: INTEGRATION OF ENGLISH/LANGUAGE ARTS</i> (reading, writing, speaking, listening, and thinking) in creating and interpreting texts and the use of themes for this integration, especially as this fits the remaining English/language arts curriculum and instruction standards</p>
<p>Standard 3. READING: Literary Response and Analysis</p>	<p>3.1 Narrative Analysis of Grade-Level-Appropriate Text</p> <p>⇒ Compare plots, setting, or characters presented by different authors.</p> <p>⇒ Create different endings to stories and identify the reason and the impact of the different ending.</p>	<p>Appendix</p> <p><i>Guideline 2: LITERATURE AND READING</i></p> <ul style="list-style-type: none"> ▪ reading and understanding a wide variety of children's literature across the genres of picture books, poetry, novels, short stories, drama, biography, autobiography, and non-

	<p>⇒ Compare versions of same stories from different cultures.</p> <p>⇒ Identify the use of rhythm, rhyme, and alliteration (using words with repeating consonant sounds) in poetry.</p>	<p>fiction works</p> <ul style="list-style-type: none"> ▪ knowledge and understanding of theories of reading and of the reading process and how these relate to all effective reading strategies <p><i>Guideline 2: LANGUAGE AND MEDIA</i></p> <ul style="list-style-type: none"> ▪ knowledge and understanding of language theory including the language acquisition process, the language development process, the history of the English language, the changing nature of language, its different and variant forms, and language appropriateness in different contexts <p><i>Guideline 2: INTEGRATION OF ENGLISH/LANGUAGE ARTS</i> (reading, writing, speaking, listening, and thinking) in creating and interpreting texts and the use of themes for this integration, especially as this fits the remaining English/language arts curriculum and instruction standards</p>
<u>Standard 4. WRITING: Writing Process</u>	<p>4.1 Organization and Focus</p> <p>⇒ Create a list of ideas for writing.</p> <p>⇒ Organize related ideas together to maintain a consistent focus.</p>	<p>Appendix</p> <p><i>Guideline 2: WRITING</i></p> <ul style="list-style-type: none"> ▪ knowledge and understanding of theories of writing and of the writing process and how these English/language arts relate to currently accepted writing strategies ▪ knowledge and understanding of the writing process as a tool of inquiry, research, and self-expression.
	<p>4.2 Research and Technology</p> <p>⇒ Find ideas for writing stories and descriptions in pictures or books.</p> <p>⇒ Understand the purposes of various reference materials (such as a dictionary, a thesaurus, and an atlas).</p> <p>⇒ Use a computer to draft, revise, and publish</p>	<p>Appendix</p> <p><i>Guideline 2: WRITING</i></p> <ul style="list-style-type: none"> ▪ knowledge and understanding of theories of writing and of the writing process and how these English/language arts relate to currently accepted writing strategies ▪ knowledge and understanding of the writing process as a tool of inquiry, research, and self-expression. <p><i>Guideline 2: LANGUAGE AND MEDIA</i></p>

	writing.	<ul style="list-style-type: none"> ▪ knowledge and understanding of accepted rules of grammar, mechanics, spelling, syntax, and usage ▪ knowledge and understanding of a variety of media and technology forms (environmental print, television, software, video, internet).
	4.3 Evaluation and Revision ⇒ Review, evaluate, and revise writing for meaning and clarity. ⇒ Proofread one's own writing, as well as that of others, using an editing checklist or list of rules. ⇒ Revise original drafts to improve sequence (the order of events) or to provide more descriptive detail.	<p style="text-align: center;">Appendix</p> <p><i>Guideline 2: WRITING</i></p> <ul style="list-style-type: none"> ▪ knowledge and understanding of theories of writing and of the writing process and how these English/language arts relate to currently accepted writing strategies ▪ knowledge and understanding of the writing process as a tool of inquiry, research, and self-expression. <p><i>Guideline 2: LANGUAGE AND MEDIA</i></p> <ul style="list-style-type: none"> ▪ knowledge and understanding of accepted rules of grammar, mechanics, spelling, syntax, and usage
<u>Standard 5. WRITING: Writing Applications</u>	5.1 Different Types of Writing and Their Characteristics ⇒ Write brief narratives (stories) based on their experiences that: <ul style="list-style-type: none"> • move through a logical sequence of events. • describe the setting, characters, objects, and events in detail. ⇒ Write a brief description of a familiar object, person, place, or event that: <ul style="list-style-type: none"> • develops a main idea. 	<p style="text-align: center;">Appendix</p> <p><i>Guideline 2: WRITING</i></p> <ul style="list-style-type: none"> ▪ knowledge and understanding of theories of writing and of the writing process and how these English/language arts relate to currently accepted writing strategies ▪ knowledge and understanding of the writing process as a tool of inquiry, research, and self-expression. <p><i>Guideline 2: LANGUAGE AND MEDIA</i></p> <ul style="list-style-type: none"> ▪ knowledge and understanding of accepted rules

	<ul style="list-style-type: none"> • uses details to support the main idea. <p>⇒ Write a friendly letter complete with the date, salutation (greeting, such as <i>Dear Mr. Smith</i>), body, closing, and signature.</p> <p>⇒ Write rhymes and simple poems.</p> <p>⇒ Use descriptive words when writing.</p> <p>⇒ Write for different purposes and to a specific audience or person.</p>	of grammar, mechanics, spelling, syntax, and usage
<u>Standard 6. WRITING: Written English</u> <u>Language Conventions</u>	6.1 Handwriting ⇒ Form letters correctly and space words and sentences properly so that writing can be read easily by another person.	Appendix <i>Guideline 1:</i> Early Childhood and Middle Childhood English/language arts teachers must be able to assist students in becoming literate and orally proficient. Early and Middle Childhood English/language arts teachers must be proficient in: <ul style="list-style-type: none"> ▪ development of physical skills of early learners/finemotor skills, including handwriting
	6.2 Sentence Structure ⇒ Distinguish between complete (<i>When Tom hit the ball, he was proud.</i>) and incomplete sentences (<i>When Tom hit the ball</i>). ⇒ Use the correct word order in written sentences.	Appendix <i>Guideline 2: LANGUAGE AND MEDIA</i> <ul style="list-style-type: none"> ▪ knowledge and understanding of accepted rules of grammar, mechanics, spelling, syntax, and usage
	6.3 Grammar ⇒ Identify and correctly write various parts of speech, including nouns (words that name people, places, or things) and verbs (words that express action or help make a statement).	Appendix <i>Guideline 2: LANGUAGE AND MEDIA</i> <ul style="list-style-type: none"> ▪ knowledge and understanding of accepted rules of grammar, mechanics, spelling, syntax, and usage
	6.4 Punctuation	Appendix <i>Guideline 2: LANGUAGE AND MEDIA</i>

	<p>⇒ Use commas in the greeting (<i>Dear Sam,</i>) and closure of a letter (<i>Love, or Your Friend,</i>) and with dates (<i>March 22, 2000</i>) and items in a series (<i>Tony, Steve, and Bill</i>).</p> <p>⇒ Use quotation marks correctly to show that someone is speaking.</p> <ul style="list-style-type: none"> • Correct: “You may go home now,” she said. • Incorrect: “You may go home now she said.” 	<ul style="list-style-type: none"> ▪ knowledge and understanding of accepted rules of grammar, mechanics, spelling, syntax, and usage
	<p>6.5 Capitalization</p> <p>⇒ Capitalize all proper nouns (names of specific people or things, such as <i>Mike, Indiana, Jeep</i>) , words at the beginning of sentences and greetings, months and days of the week, and titles (<i>Dr., Mr., Mrs., Miss</i>) and initials of people.</p>	<p>Appendix</p> <p><i>Guideline 2: LANGUAGE AND MEDIA</i></p> <ul style="list-style-type: none"> ▪ knowledge and understanding of accepted rules of grammar, mechanics, spelling, syntax, and usage
	<p>6.6 Spelling</p> <p>⇒ Spell correctly words like <i>was, were, says, said, who, what, why</i>, which are used frequently but do not fit common spelling patterns.</p> <p>⇒ Spell correctly words with short and long vowel sounds (<i>a, e, i, o, u</i>), r-controlled vowels (<i>ar, er, ir, or, ur,</i>) and consonant –blend patterns (<i>bl, dr, st</i>).</p> <ul style="list-style-type: none"> • short vowels: <u>a</u>ctor, <u>e</u>ffort, ink, <u>ch</u>op, <u>u</u>nless • long vowels: <u>a</u>ce, <u>e</u>qual, <u>b</u>ind, <u>h</u>oe, <u>u</u>se • r-controlled: <u>p</u>ark, <u>supp</u>er, <u>b</u>ird, <u>c</u>orn, <u>f</u>urther • consonant blends: <i>blue, crash, desk, speak, coast</i> 	<p>Appendix</p> <p><i>Guideline 2: LANGUAGE AND MEDIA</i></p> <ul style="list-style-type: none"> ▪ knowledge and understanding of accepted rules of grammar, mechanics, spelling, syntax, and usage
<p><u>Standard 7. LISTENING AND SPEAKING:</u></p> <p><u>Listening and Speaking Skills, Strategies, and Applications</u></p>	<p>7.1 Comprehension</p> <p>⇒ Determine the purpose or purposes of listening (such as to obtain information, to solve problems, or to enjoy).</p> <p>⇒ Ask for clarification and explanation of stories and ideas.</p> <p>⇒ Paraphrase (restate in own words) information that</p>	<p>Appendix</p> <p><i>Guideline 2: SPEAKING, LISTENING, NONVERBAL</i></p> <ul style="list-style-type: none"> ▪ knowledge of skills associated with public address and debate as well as speaking for a variety of purposes ▪ knowledge of the importance of critical and aesthetic listening

	<p>has been shared orally by others. ⇒ Give and follow three- and four-step oral directions.</p>	<ul style="list-style-type: none"> ▪ knowledge of the importance of interpersonal and group communication skills ▪ knowledge of the importance of oral interpretation skills ▪ knowledge of the role that other sign systems (e.g., art, music, drama) play in language growth. ▪ knowledge of the importance of the connection between one's own thought processes and learning.
	<p>7.2 Organization and Delivery of Oral Communication ⇒ Organize presentations to maintain a clear focus. ⇒ Speak clearly and at an appropriate pace for the type of communication (such as an informal discussion or a report to class). ⇒ Tell experiences in a logical order. ⇒ Retell stories, including characters, setting, and plot. ⇒ Report on a topic with supportive facts and details.</p>	<p style="text-align: center;">Appendix</p> <p><i>Guideline 2: SPEAKING, LISTENING, NONVERBAL</i></p> <ul style="list-style-type: none"> ▪ knowledge of skills associated with public address and debate as well as speaking for a variety of purposes ▪ knowledge of the importance of critical and aesthetic listening ▪ knowledge of the importance of interpersonal and group communication skills ▪ knowledge of the importance of oral interpretation skills ▪ knowledge of the role that other sign systems (e.g., art, music, drama) play in language growth. ▪ knowledge of the importance of the connection between one's own thought processes and learning.
	<p>7.3 Speaking Applications ⇒ Recount experiences or present stories that : • move through a logical sequence of events. • describe story elements including characters, plot, and setting. ⇒ Report on a topic with facts and details, drawing from several sources of information.</p>	<p style="text-align: center;">Appendix</p> <p><i>Guideline 2: SPEAKING, LISTENING, NONVERBAL</i></p> <ul style="list-style-type: none"> ▪ knowledge of skills associated with public address and debate as well as speaking for a variety of purposes ▪ knowledge of the importance of critical and aesthetic listening ▪ knowledge of the importance of interpersonal

		<p>and group communication skills</p> <ul style="list-style-type: none"> ▪ knowledge of the importance of oral interpretation skills knowledge of the role that other sign systems (e.g., art, music, drama) play in language growth. ▪ knowledge of the importance of the connection between one's own thought processes and learning.
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STANDARDS OVERVIEW ACTIVITY: What Indiana’s students & teachers need to know and be able to do in ELA.

	3 rd Grade Student Standard	Teacher Preparation Standard Recommendation #1 or #2- Content Background Areas A-E Indicators
<u>Standard 1. READING: Word Recognition, Fluency, and Vocabulary Development</u>	1.1 Decoding and Word Recognition ⇒ Know and use more difficult word families (-ight) when reading unfamiliar words. ⇒ Read words with several syllables. ⇒ Read aloud grade-level-appropriate narrative text (stories) and expository text (information) fluently and accurately and with appropriate timing, change in voice and expression.	The Early Childhood and Middle Childhood English/language arts teacher's content background should include: Appendix <i>Guideline 2: LITERATURE AND READING</i> <ul style="list-style-type: none"> • knowledge and understanding of theories of reading and of the reading process and how these relate to all effective reading strategies
	1.2 Vocabulary and Concept Development ⇒ Determine the meanings of words using knowledge of antonyms (words with opposite meaning), synonyms (words with the same meaning), homophones (words that sound the same but have different meanings and spellings), and homographs (words that are spelled the same but have different meanings). ⇒ Demonstrate knowledge of grade-level-appropriate words to speak specifically about different issues. ⇒ Use sentence and word context to find the meaning of unknown words. ⇒ Use a dictionary to learn the meaning and pronunciation of unknown words. ⇒ Use knowledge of prefixes (word parts added at the beginning of words such as <i>un-</i> , <i>pre-</i>) and suffixes (word parts added at the end of words such as <i>-er</i> , <i>-ful</i> , <i>-less</i>) to determine the meaning of words.	Appendix <i>Guideline 2: LITERATURE AND READING</i> <ul style="list-style-type: none"> • knowledge and understanding of theories of reading and of the reading process and how these relate to all effective reading strategies <i>Guideline 2: LANGUAGE AND MEDIA</i> <ul style="list-style-type: none"> ▪ knowledge and understanding of language theory including the language acquisition process, the language development process, the history of the English language, the changing nature of language, its different and variant forms, and language appropriateness in different contexts <i>Guideline 2: SPEAKING, LISTENING, NONVERBAL</i> <ul style="list-style-type: none"> ▪ knowledge of the importance of oral interpretation skills

Standard 2. READING: Reading Comprehension	2.1 Structural Features of Informational and Technical Materials ⇒ Use titles, tables of contents, chapter headings, a glossary, or an index to locate information in text.	Appendix <i>Guideline 2: LITERATURE AND READING</i> <ul style="list-style-type: none"> knowledge and understanding of theories of reading and of the reading process and how these relate to all effective reading strategies
	2.2 Comprehension and Analysis of Grade-Level-Appropriate Text ⇒ Ask questions and support answers by connecting prior knowledge with literal information from the text. ⇒ Show understanding by identifying answers in the text. ⇒ Recall major points in the text and make and revise predictions about what is read. ⇒ Distinguish the main idea and supporting details in expository (informational) text. ⇒ Locate appropriate and significant information from the text, including problems and solutions. ⇒ Follow simple multiple-step written instructions.	Appendix <i>Guideline 2: LITERATURE AND READING</i> <ul style="list-style-type: none"> knowledge and understanding of theories of reading and of the reading process and how these relate to all effective reading strategies <i>Guideline 2: INTEGRATION OF ENGLISH/LANGUAGE ARTS</i> (reading, writing, speaking, listening, and thinking) in creating and interpreting texts and the use of themes for this integration, especially as this fits the remaining English/language arts curriculum and instruction standards
Standard 3. READING: Literary Response and Analysis	3.1 Structural Features of Literature ⇒ Recognize different common genres (types) of literature, such as poetry, drama, fiction, and non-fiction.	Appendix <i>Guideline 2: LITERATURE AND READING</i> <ul style="list-style-type: none"> reading and understanding a wide variety of children's literature across the genres of picture books, poetry, novels, short stories, drama, biography, autobiography, and non-fiction works
	3.2 Narrative Analysis of Grade-Level-Appropriate Text ⇒ Comprehend basic plots of classic fairy tales, myths, folktales, legends, and fables, from around	Appendix <i>Guideline 2: LITERATURE AND READING</i> <ul style="list-style-type: none"> reading and understanding a wide variety of children's literature across the genres of picture books, poetry, novels, short stories, drama, biography, autobiography, and non-

	<p>the world.</p> <p>⇒ Determine what characters are like by what they say or do and by how the author or illustrator portrays them.</p> <p>⇒ Determine the theme or author's message in fiction and nonfiction text.</p> <p>⇒ Recognize that certain words and rhythmic patterns can be used in selection to imitate sounds.</p> <p>⇒ Identify the speaker or narrator in a selection.</p>	<p>fiction works</p> <ul style="list-style-type: none"> ▪ knowledge and understanding of theories of reading and of the reading process and how these relate to all effective reading strategies <p><i>Guideline 2: LANGUAGE AND MEDIA</i></p> <ul style="list-style-type: none"> ▪ knowledge and understanding of language theory including the language acquisition process, the language development process, the history of the English language, the changing nature of language, its different and variant forms, and language appropriateness in different contexts
<p><u>Standard 4: WRITING: Writing Process</u></p>	<p>4.1 Organization and Focus</p> <p>⇒ Find ideas for writing stories and descriptions in conversations with others, and in books, magazines, school textbooks, or on the Internet.</p> <p>⇒ Discuss ideas for writing, use diagrams and charts to develop ideas, and make a list or notebook of ideas.</p> <p>⇒ Create single paragraphs with topic sentences and simple supporting facts and details.</p>	<p style="text-align: center;">Appendix</p> <p><i>Guideline 2: WRITING</i></p> <ul style="list-style-type: none"> ▪ knowledge and understanding of theories of writing and of the writing process and how these English/language arts relate to currently accepted writing strategies ▪ knowledge and understanding of the writing process as a tool of inquiry, research, and self-expression. <p><i>Guideline 2: LANGUAGE AND MEDIA</i></p> <ul style="list-style-type: none"> ▪ knowledge and understanding of accepted rules of mechanics, spelling, syntax, and usage ▪ knowledge and understanding of a variety of media technology forms (environmental print, television, video, internet).
	<p>4.2 Research and Technology</p> <p>⇒ Use various reference materials (such as a dictionary, thesaurus, atlas, encyclopedia, and online resources).</p> <p>⇒ Use a computer to draft, revise, and publish writing.</p>	<p style="text-align: center;">Appendix</p> <p><i>Guideline 2: WRITING</i></p> <ul style="list-style-type: none"> ▪ knowledge and understanding of theories of writing and of the writing process and how these English/language arts relate to currently accepted writing strategies ▪ knowledge and understanding of the writing process as a tool of inquiry, research, and self-expression.

		<p><i>Guideline 2: LANGUAGE AND MEDIA</i></p> <ul style="list-style-type: none"> ▪ knowledge and understanding of accepted rules of mechanics, spelling, syntax, and usage ▪ knowledge and understanding of a variety of media technology forms (environmental print, television, video, internet).
	<p>4.3 Evaluation and Revision</p> <p>⇒ Review, evaluate, and revise writing for meaning and clarity.</p> <p>⇒ Proofread one's own writing, as well as that of others, using an editing checklist or list of rules.</p> <p>⇒ Revise writing for others to read, improving the focus and progression of ideas.</p>	<p style="text-align: center;">Appendix</p> <p><i>Guideline 2: WRITING</i></p> <ul style="list-style-type: none"> ▪ knowledge and understanding of theories of writing and of the writing process and how these English/language arts relate to currently accepted writing strategies ▪ knowledge and understanding of the writing process as a tool of inquiry, research, and self-expression. <p><i>Guideline 2: LANGUAGE AND MEDIA</i></p> <ul style="list-style-type: none"> ▪ knowledge and understanding of accepted rules of mechanics, spelling, syntax, and usage
<p><u>Standard 5. WRITING: Writing Applications</u></p>	<p>5.1 Different Types of Writing and Their Characteristics</p> <p>⇒ Write narratives (stories) that:</p> <ul style="list-style-type: none"> • provide a context within which an action takes place. • include details to develop the plot. <p>⇒ Write descriptive pieces about people, place, things, or experiences that:</p> <ul style="list-style-type: none"> • develop a unified main idea. • use details to support the main idea. <p>⇒ Write personal, persuasive, and formal letters, thank-you notes, and invitations that:</p> <ul style="list-style-type: none"> • show awareness of the knowledge and interests of the audience and establish a purpose and context. 	<p style="text-align: center;">Appendix</p> <p><i>Guideline 2: WRITING</i></p> <ul style="list-style-type: none"> ▪ knowledge and understanding of theories of writing and of the writing process and how these English/language arts relate to currently accepted writing strategies ▪ knowledge and understanding of the writing process as a tool of inquiry, research, and self-expression. <p><i>Guideline 2: LANGUAGE AND MEDIA</i></p> <ul style="list-style-type: none"> ▪ knowledge and understanding of accepted rules of mechanics, spelling, syntax, and usage

	<ul style="list-style-type: none"> • include the date, proper salutation, body, closing, and signature. <p>⇒ Use varied word choices to make writing interesting.</p> <p>⇒ Write for different purposes and to a specific audience or person.</p>	
<u>Standard 6. WRITING: Written English</u> <u>Language Conventions</u>	6.1 Handwriting ⇒ Write legibly in cursive, leaving space between letters in a word, words in a sentence, and between words and the edges of the paper.	Appendix <i>Guideline 1:</i> Early Childhood and Middle Childhood English/language arts teachers must be able to assist students in becoming literate and orally proficient. Early and Middle Childhood English/language arts teachers must be proficient in: <ul style="list-style-type: none"> ▪ development of physical skills of early learners/finemotor skills, including handwriting
	6.2 Sentence Structure ⇒ Write correctly complete sentences of statement, command, question, or exclamation, with final punctuation. <ul style="list-style-type: none"> • Declarative: <i>This tastes very good.</i> • Imperative: <i>Please take your seats.</i> • Interrogative: <i>Are we there yet?</i> • Exclamatory: <i>It's a home run!</i> 	<i>Guideline 2: LANGUAGE AND MEDIA</i> <ul style="list-style-type: none"> ▪ knowledge and understanding of accepted rules of grammar, mechanics, spelling, syntax, and usage
	6.3 Grammar ⇒ Identify and use subjects and verbs that are in agreement (<i>we are instead of we is</i>). ⇒ Identify and use past (<i>he danced</i>), present (<i>he dances</i>), and future (<i>he will dance</i>) verb tenses properly in writing. ⇒ Identify and correctly use pronouns (<i>it, him, her</i>),	<i>Guideline 2: LANGUAGE AND MEDIA</i> <ul style="list-style-type: none"> ▪ knowledge and understanding of accepted rules of grammar, mechanics, spelling, syntax, and usage

	adjectives (<i>brown eyes, two younger sisters</i>), compound nouns (<i>summertime, snowflakes</i>), and articles (<i>a, an, the</i>) in writing.	
	6.4 Punctuation ⇒ Use commas in dates (<i>August 15, 2001</i>), locations (<i>Fort Wayne, Indiana</i>), and addresses (<i>431 Coral Way, Miami, FL</i>), and for items in a series (<i>football, Basketball, soccer, and tennis</i>).	Appendix <i>Guideline 2: LANGUAGE AND MEDIA</i> <ul style="list-style-type: none"> knowledge and understanding of accepted rules of grammar, mechanics, spelling, syntax, and usage
	6.5 Capitalization ⇒ Capitalize correctly geographical names, holidays, historical periods, and special events (<i>We always celebrate the Fourth of July by gathering at Mounds State Park in Anderson, Indiana.</i>)	Appendix <i>Guideline 2: LANGUAGE AND MEDIA</i> <ul style="list-style-type: none"> knowledge and understanding of accepted rules of grammar, mechanics, spelling, syntax, and usage
	6.6 Spelling ⇒ Spell correctly one-syllable words that have blends (<i>walk, play, or blend</i>), contractions (<i>isn't, can't</i>), compounds, common spelling patterns (<i>qu-</i> , changing <i>win</i> to <i>winning</i> , and changing the ending of a word from <i>-y</i> to <i>-ies</i> to make a plural, such as <i>cherry/cherries</i>), and common homophones (words that sound the same but have different spellings, such as <i>hair-hare</i>). ⇒ Arrange words in alphabetical order.	Appendix <i>Guideline 2: LANGUAGE AND MEDIA</i> <ul style="list-style-type: none"> knowledge and understanding of accepted rules of grammar, mechanics, spelling, syntax, and usage
Standard 7: LISTENING AND SPEAKING: <u>Listening and Speaking Skills,</u> <u>Strategies, and Applications</u>	7.1 Comprehension ⇒ Retell, paraphrase, and explain what a speaker has said. ⇒ Connect and relate experiences and ideas to those of a speaker. ⇒ Answer questions completely and appropriately. ⇒ Identify the musical elements of literary language, such as rhymes, repeated sounds, and instances of onomatopoeia (naming something by using a sound)	Appendix <i>Guideline 2: SPEAKING, LISTENING, NONVERBAL</i> <ul style="list-style-type: none"> knowledge of skills associated with public address and debate as well as speaking for a variety of purposes knowledge of the importance of critical and aesthetic listening knowledge of the importance of interpersonal and group communication skills knowledge of the importance of oral interpretation skills

	associated with it, such as <i>hiss</i> or <i>buzz</i>).	<p>knowledge of the role that other sign systems (e.g., art, music, drama) play in language growth.</p> <ul style="list-style-type: none"> ▪ knowledge of the importance of the connection between one's own thought processes and learning.
	<p>7.2 Organization and Delivery of Oral Communication</p> <p>⇒ Organize ideas chronologically (in the order that they happened) or around major points of information.</p> <p>⇒ Provide a beginning, a middle, and an end to oral presentations, including details that develop a central idea.</p> <p>⇒ Use clear and specific vocabulary to communicate ideas and establish the tone.</p> <p>⇒ Clarify and enhance oral presentations through the use of appropriate props, including objects, pictures, and charts.</p> <p>⇒ Read prose and poetry aloud with fluency, rhythm, and timing, using appropriate changes in the tone of voice to emphasize important passages of the text being read.</p>	<p><i>Guideline 2: SPEAKING, LISTENING, NONVERBAL</i></p> <ul style="list-style-type: none"> ▪ knowledge of skills associated with public address and debate as well as speaking for a variety of purposes ▪ knowledge of the importance of critical and aesthetic listening ▪ knowledge of the importance of interpersonal and group communication skills ▪ knowledge of the importance of oral interpretation skills <p>knowledge of the role that other sign systems (e.g., art, music, drama) play in language growth.</p> <ul style="list-style-type: none"> ▪ knowledge of the importance of the connection between one's own thought processes and learning. <p><i>Guideline 2: INTEGRATION OF ENGLISH/LANGUAGE ARTS (reading, writing, speaking, listening, and thinking)</i> in creating and interpreting texts and the use of themes for this integration, especially as this fits the remaining English/language arts curriculum and instruction standards</p>
	<p>7.3 Analysis and Evaluation of Oral and Media Communications</p> <p>⇒ Compare ideas and points of view expressed in broadcast, print media, or the Internet.</p> <p>⇒ Distinguish between the speaker's opinions and verifiable facts.</p>	<p><i>Guideline 2: SPEAKING, LISTENING, NONVERBAL</i></p> <ul style="list-style-type: none"> ▪ knowledge of skills associated with public address and debate as well as speaking for a variety of purposes ▪ knowledge of the importance of critical and aesthetic listening

		<ul style="list-style-type: none"> ▪ knowledge of the importance of interpersonal and group communication skills ▪ knowledge of the importance of oral interpretation skills ▪ knowledge of the role that other sign systems (e.g., art, music, drama) play in language growth. ▪ knowledge of the importance of the connection between one's own thought processes and learning. <p><i>Guideline 2: LANGUAGE AND MEDIA</i></p> <ul style="list-style-type: none"> ▪ knowledge and understanding of a variety of media technology forms (environmental print, television, video, internet).
	<p>7.4 Speaking Applications</p> <p>⇒ Make brief narrative (story) presentations that:</p> <ul style="list-style-type: none"> • provide a context for an event that is the subject of presentation. • provide insight into why the selected event should be of interest to the audience. • included well-chosen details to develop characters, setting, and plot. <p>⇒ Plan and present dramatic interpretations of experiences, stories, poems, or plays.</p> <p>⇒ Make descriptive presentations that use concrete sensory details to set forth and support unified impressions of people, places, things, or experiences.</p>	<p>Appendix</p> <p><i>Guideline 2: SPEAKING, LISTENING, NONVERBAL</i></p> <ul style="list-style-type: none"> ▪ knowledge of skills associated with public address and debate as well as speaking for a variety of purposes ▪ knowledge of the importance of critical and aesthetic listening ▪ knowledge of the importance of interpersonal and group communication skills ▪ knowledge of the importance of oral interpretation skills ▪ knowledge of the role that other sign systems (e.g., art, music, drama) play in language growth. ▪ knowledge of the importance of the connection between one's own thought processes and learning.

		<p><i>Guideline 2: LANGUAGE AND MEDIA</i></p> <ul style="list-style-type: none"> ▪ knowledge and understanding of a variety of media and technology forms (environmental print, software, video, internet).
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STANDARDS OVERVIEW ACTIVITY: What Indiana's students & teachers need to know and be able to do in ELA.
4th Grade Student Standard **Teacher Preparation Standard**

<p><u>Standard 1. READING: Word Recognition, Fluency, and Vocabulary Development</u></p>	<p>1.1 Word Recognition ⇒ Read aloud grade-level appropriate narrative text (stories) and expository text (information) with fluency and accuracy and with appropriate timing, changes in voice and expression.</p>	<p>The Middle Childhood English/language arts teacher's content background should include: Appendix <i>Guideline 2: LITERATURE AND READING</i></p> <ul style="list-style-type: none"> ▪ reading and understanding a wide variety of children's literature across the genres of picture books, poetry, novels, short stories, drama, biography, autobiography, and non-fiction works ▪ reading and understanding a wide variety of children's literature by diverse and international authors of both genders ▪ knowledge and understanding of theories of reading and of the reading process and how these relate to all effective reading strategies <p><i>Guideline 2: SPEAKING, LISTENING, NONVERBAL</i></p> <ul style="list-style-type: none"> ▪ knowledge of skills associated with public address and debate as well as speaking for a variety of purposes ▪ knowledge of the importance of critical and aesthetic listening ▪ knowledge of the importance of interpersonal and group communication skills ▪ knowledge of the importance of oral interpretation skills
	<p>1.2 Vocabulary and Concept Development ⇒ Apply knowledge of synonyms (words with the same meaning), antonyms (words with opposite meaning), homographs (words that are spelled the same but have different meanings), and idioms (expressions that cannot be understood just by knowing the meanings of the words in the expression such as <i>couch potato</i>) to determine the meaning of words and phrases. ⇒ Use knowledge of root words (<i>nation, national,</i></p>	<p>Appendix <i>Guideline 2: LITERATURE AND READING</i></p> <ul style="list-style-type: none"> ▪ knowledge and understanding of theories of reading and of the reading process and how these relate to all effective reading strategies <p><i>Guideline 2: LANGUAGE AND MEDIA</i></p> <ul style="list-style-type: none"> ▪ knowledge and understanding of language theory including the language acquisition process, the language development process, the history of the English language, the

<p><u>Standard 2. READING:ReadingComprehension</u></p>	<p><i>nationality</i>) to determine the meaning of unknown words within a passage. ⇒ Use common roots (<i>meter=measure</i>) and word parts (<i>therm=heat</i>) derived from Greek and Latin to analyze the meaning of complex words (<i>thermometer</i>). ⇒ Use a thesaurus to find related words and ideas. ⇒ Distinguish and interpret words with multiple meanings (<i>quarters</i>) by using context clues (the meaning of the text around the word).</p>	<p>changing nature of language, its different and variant forms, and language appropriateness in different contexts</p> <ul style="list-style-type: none"> ▪ knowledge and understanding of accepted rules of grammar, mechanics, spelling, syntax, and usage
	<p>2.1 Structural Features of Informational and Technical Materials ⇒ Use the organization of informational text to strengthen comprehension.</p>	<p>Appendix <i>Guideline 2: LITERATURE AND READING</i></p> <ul style="list-style-type: none"> ▪ reading and understanding a wide variety of children's literature across the genres of picture books, poetry, novels, short stories, drama, biography, autobiography, and non-fiction works ▪ knowledge and understanding of theories of reading and of the reading process and how these relate to all effective reading strategies ▪ knowledge and understanding of diagnosis and intervention for reading difficulties
	<p>2.2 Comprehension and Analysis of Grade-Level Appropriate Text ⇒ Use appropriate strategies when reading for different purposes. ⇒ Make and confirm predictions about text by using prior knowledge and ideas presented in the text itself, including illustrations, titles, topic sentences, important words, foreshadowing clues (clues that indicate what might happen next), and direct quotations. ⇒ Evaluate new information and hypotheses (statements of theories of assumptions) by testing</p>	<p>Appendix <i>Guideline 2: LITERATURE AND READING</i></p> <ul style="list-style-type: none"> ▪ reading and understanding a wide variety of children's literature across the genres of picture books, poetry, novels, short stories, drama, biography, autobiography, and non-fiction works ▪ knowledge and understanding of theories of reading and of the reading process and how these relate to all effective reading strategies ▪ knowledge and understanding of diagnosis and intervention for reading difficulties

<p>Standard 3. READING: Literary Response and Analysis</p>	<p>them against known information and ideas. ⇒ Compare and contrast information on the same topic after reading several passages or articles. ⇒ Distinguish between cause and effect and between fact and opinion in informational text. ⇒ Follow multiple-step instructions in a basic technical manual.</p> <p>3.1 Structural Features of Literature ⇒ Describe the difference of various imaginative forms of literature, including fantasies, fables, myths, legends, and fairy tales.</p>	<p><i>Guideline 2: LANGUAGE AND MEDIA</i></p> <ul style="list-style-type: none"> ▪ knowledge and understanding of language theory including the language acquisition process, the language development process, the history of the English language, the changing nature of language, and variant forms, and language appropriateness in different contexts ▪ knowledge and understanding of a variety of media technology forms (environmental print, television, video, internet). <p><i>Guideline 2: INTEGRATION OF ENGLISH/LANGUAGE ARTS</i> (reading, writing, speaking, listening, and thinking) in creating and interpreting texts and the use of themes for this integration, especially as this fits the remaining English/language arts curriculum and instruction standards</p> <hr/> <p><i>Guideline 2: LITERATURE AND READING</i></p> <ul style="list-style-type: none"> ▪ reading and understanding a wide variety of children's literature across the genres of picture books, poetry, novels, short stories, drama, biography, autobiography, and non-fiction works ▪ reading and understanding a wide variety of children's literature by diverse and international authors of both genders ▪ knowledge and understanding of theories of reading and of the reading process and how these relate to all effective reading strategies <p><i>Guideline 2: INTEGRATION OF ENGLISH/LANGUAGE ARTS</i> (reading, writing, speaking, listening, and thinking) in creating and interpreting texts and the use of themes for this integration, especially as this fits the remaining English/language arts curriculum and instruction standards</p> <hr/>
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	<p>3.2 Narrative Analysis of Grade-Level Appropriate Text</p> <p>⇒ Identify the main events of the plot, including their causes and effects of each event on future actions, and the major theme from the story action.</p> <p>⇒ Use knowledge of the situation, setting, and a character's traits, motivations, and feelings to determine the causes for that character's actions.</p> <p>⇒ Compare and contrast tales from different cultures by tracing the adventures of one character type. Tell why there are similar tales in different cultures.</p> <p>⇒ Define figurative language, such as metaphors, hyperbole, or personification, and identify its use in literary works.</p> <ul style="list-style-type: none"> • Simile: a comparison that uses <i>like</i> or <i>as</i>. • Metaphor: an implied comparison. • Hyperbole: an exaggeration for effect. • Personification: a description that represents a thing as a person. 	<p><i>Guideline 2: LITERATURE AND READING</i></p> <ul style="list-style-type: none"> ▪ reading and understanding a wide variety of children's literature across the genres of picture books, poetry, novels, short stories, drama, biography, autobiography, and non-fiction works ▪ reading and understanding a wide variety of children's literature by diverse and international authors of both genders ▪ knowledge and understanding of theories of reading and of the reading process and how these relate to all effective reading strategies <p><i>Guideline 2: LANGUAGE AND MEDIA</i></p> <ul style="list-style-type: none"> ▪ knowledge and understanding of language theory including the language acquisition process, the language development process, the history of the English language, the changing nature of language, and variant forms, and language appropriateness in different contexts
<p><u>Standard 4. WRITING: Writing Process</u></p>	<p>4.1 Organization and Focus</p> <p>⇒ Discuss ideas for writing. Find ideas for writing in conversations with others and in books, magazines or newspapers, school textbooks, or on the Internet. Keep a list or notebook of ideas.</p> <p>⇒ Select a focus, an organizational structure, and a point of view based upon purpose, and audience, length, and format requirements for a piece of writing.</p> <p>⇒ Write informational pieces with multiple paragraphs that:</p> <ul style="list-style-type: none"> • Provide an introductory paragraph • Establish and support a central idea with a topic sentence at or near the beginning of the first paragraph 	<p style="text-align: center;">Appendix</p> <p><i>Guideline 2: WRITING</i></p> <ul style="list-style-type: none"> ▪ knowledge and understanding of theories of writing and of the writing process and how these English/language arts relate to currently accepted writing strategies ▪ knowledge and understanding of the writing process as a tool of inquiry, research, and self-expression. <p><i>Guideline 2: LANGUAGE AND MEDIA</i></p> <ul style="list-style-type: none"> ▪ knowledge and understanding of language theory including the language acquisition process, the language development process, the history of the English language, the changing nature of language, and variant forms, and language appropriateness

	<ul style="list-style-type: none"> • Include supporting paragraphs with simple facts, details, and explanations. • Present important ideas or events in sequence or in chronological order • Provide details and transitions to link paragraphs • Conclude with a paragraph that summarizes the points <p>⇒ Use common organizational structures for providing information in writing, such as chronological order, cause and effect, or similarity and difference, and posing and answering a question.</p> <p>4.2 Research and Technology</p> <p>⇒ Quote or paraphrase information sources, citing them appropriately</p> <p>⇒ Locate information in reference text by using organizational features, such as prefaces and appendixes</p> <p>⇒ Use multiple reference materials and online information (the Internet) as aids to writing</p> <p>⇒ Understand the organization of almanacs, newspapers, and periodicals, and how to use those print materials</p> <p>⇒ Use a computer to draft, revise and publish writing, demonstrating basic keyboarding skills and familiarity with common computer terminology</p> <p>4.3 Evaluation and Revision</p> <p>⇒ Review, evaluate, and revise writing for meaning</p>	<p>in different contexts</p> <ul style="list-style-type: none"> ▪ knowledge and understanding of accepted rules of mechanics, spelling, syntax, and usage ▪ knowledge and understanding of a variety of media technology forms (environmental print, television, video, internet). <hr/> <p style="text-align: center;">Appendix</p> <p><i>Guideline 2: WRITING</i></p> <ul style="list-style-type: none"> ▪ knowledge and understanding of theories of writing and of the writing process and how these English/language arts relate to currently accepted writing strategies ▪ knowledge and understanding of the writing process as a tool of inquiry, research, and self-expression. <p><i>Guideline 2: LANGUAGE AND MEDIA</i></p> <ul style="list-style-type: none"> ▪ knowledge and understanding of language theory including the language acquisition process, the language development process, the history of the English language, the changing nature of language, and variant forms, and language appropriateness in different contexts ▪ knowledge and understanding of accepted rules of mechanics, spelling, syntax, and usage ▪ knowledge and understanding of a variety of media technology forms (environmental print, television, video, internet). <hr/> <p style="text-align: center;">Appendix</p> <p><i>Guideline 2: WRITING</i></p> <ul style="list-style-type: none"> ▪ knowledge and understanding of theories of writing and of the writing process and how
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<p><u>Standard 5. WRITING: Writing Applications</u></p>	<p>and clarity ⇒ Proofread one’s own writing, as well as that of others, using an editing checklist or set of rules, with specific examples of corrections of frequent errors. ⇒ Revise writing by combining and moving sentences and paragraphs to improve the focus and progression of ideas</p>	<p>these English/language arts relate to currently accepted writing strategies</p> <ul style="list-style-type: none"> ▪ knowledge and understanding of the writing process as a tool of inquiry, research, and self-expression. <p><i>Guideline 2: LANGUAGE AND MEDIA</i></p> <ul style="list-style-type: none"> ▪ knowledge and understanding of language theory including the language acquisition process, the language development process, the history of the English language, the changing nature of language, and variant forms, and language appropriateness in different contexts ▪ knowledge and understanding of accepted rules of mechanics, spelling, syntax, and usage ▪ knowledge and understanding of a variety of media technology forms (environmental print, television, video, internet).
	<p>5.1 Different Types of Writing and Their Characteristics</p> <p>▷ a. Write narratives (stories) that:</p> <ul style="list-style-type: none"> • include ideas, observations, or memories of an event or experience • provide a context to allow the reader to imagine the world of the event or experience • use concrete sensory details <p>▷ Write responses to literature that:</p> <ul style="list-style-type: none"> • demonstrate an understanding of a literary work • support judgments through references to both the text and prior knowledge <p>▷ Write informational reports that:</p> <ul style="list-style-type: none"> • ask a central question about an issue or situation • include facts and details for focus • use more than one source of information, including speakers, books, newspapers, media sources, and online information <p>▷ Write summaries that:</p>	<p style="text-align: center;">Appendix</p> <p><i>Guideline 2: WRITING</i></p> <ul style="list-style-type: none"> ▪ knowledge and understanding of theories of writing and of the writing process and how these English/language arts relate to currently accepted writing strategies ▪ knowledge and understanding of the writing process as a tool of inquiry, research, and self-expression. <p><i>Guideline 2: LANGUAGE AND MEDIA</i></p> <ul style="list-style-type: none"> ▪ knowledge and understanding of language theory including the language acquisition process, the language development process, the history of the English language, the changing nature of language, and variant forms, and language appropriateness in different contexts ▪ knowledge and understanding of accepted rules of mechanics, spelling, syntax, and usage ▪ knowledge and understanding of a variety of media

<p>Standard 6. WRITING: Written English <u>Language Conventions</u></p>	<ul style="list-style-type: none"> • contain the main ideas of the reading selection and the most significant details ▷ Use varied word choices to make writing interesting ⇒ Write for different purposes (information, persuasion) and to a specific audience or person <p>6.1 Handwriting ⇒ Write smoothly and legibly in cursive, forming letters and words that can be read by others.</p> <p>6.2 Sentence Structure ⇒ Use simple sentences (<i>Dr. Vincent Stone is my dentist</i>) and compound sentences (<i>His assistant cleans my teeth, and Dr. Stone checks for cavities</i>) in writing. ⇒ Create interesting sentences by using words that describe, explain, or provide additional details and connections , such as adjectives, adverbs, appositives participial phrases, prepositional phrases, and conjunctions:</p> <ul style="list-style-type: none"> • Adjectives: <i>brown eyes, younger sisters</i> • Adverbs: We walked <i>slowly</i> • Appositives: noun phrases that function as adjectives, such as <i>We played the Cougars, the team</i> 	<p>technology forms (environmental print, television, video, internet).</p> <p><i>Guideline 2: INTEGRATION OF ENGLISH/LANGUAGE ARTS</i> (reading, writing, speaking, listening, and thinking) in creating and interpreting texts and the use of themes for this integration, especially as this fits the remaining English/language arts curriculum and instruction standards</p> <hr/> <p style="text-align: center;">Appendix</p> <p><i>Guideline 1:</i> Early Childhood and Middle Childhood English/language arts teachers must be able to assist students in becoming literate and orally proficient. Early and Middle Childhood English/language arts teachers must be proficient in:</p> <ul style="list-style-type: none"> ▪ development of physical skills of early learners/finemotor skills, including handwriting <hr/> <p style="text-align: center;">Appendix</p> <p><i>Guideline 2: LANGUAGE AND MEDIA</i></p> <ul style="list-style-type: none"> ▪ knowledge and understanding of language theory including the language acquisition process, the language development process, the history of the English language, the changing nature of language, and variant forms, and language appropriateness in different contexts ▪ knowledge and understanding of accepted rules of mechanics, spelling, syntax, and usage
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	<p>from <u>Newport</u>.</p> <ul style="list-style-type: none"> • Participial phrases: verb phrases that function as adjectives, such as <i>The man <u>walking down the street</u> saw the delivery truck.</i> • Prepositional phrases: <i>in the field, across the room, over the fence</i> • Conjunctions: <i>and, or, but</i> <p>6.3 Grammar</p> <p>⇒ Identify and use in writing regular verbs (<i>live/lived shout/shouted</i>) and irregular verbs (<i>swim/swam, ride/rode, hit/hit</i>) adverbs (<i>constantly, quickly</i>), and prepositions (<i>through, beyond, between</i>).</p> <p>6.4 Punctuation</p> <p>⇒ Use parentheses to explain something that is not considered of primary importance to the sentence commas in direct quotations (<i>He said, “I ‘d be happy to go.”</i>), apostrophes to show possession (<i>Jim’s shoes, the dog’s food</i>) and apostrophes in contractions (<i>can’t, didn’t, won’t</i>).</p> <p>⇒ Use underlining, quotation marks, or italics to identify titles of documents:</p> <ul style="list-style-type: none"> • when writing by hand or by computer use quotation marks to identify the titles of articles, short stories, poems, or chapters of books. • when writing on a computer <i>italicize</i> the following, when writing by hand <u>underline</u> them: the titles of books, names of newspapers and magazines, works of art, and musical compositions. 	<p style="text-align: center;">Appendix</p> <p><i>Guideline 2: LANGUAGE AND MEDIA</i></p> <ul style="list-style-type: none"> ▪ knowledge and understanding of language theory including the language acquisition process, the language development process, the history of the English language, the changing nature of language, and variant forms, and language appropriateness in different contexts ▪ knowledge and understanding of accepted rules of mechanics, spelling, syntax, and usage <p style="text-align: center;">Appendix</p> <p><i>Guideline 2: LANGUAGE AND MEDIA</i></p> <ul style="list-style-type: none"> ▪ knowledge and understanding of language theory including the language acquisition process, the language development process, the history of the English language, the changing nature of language, and variant forms, and language appropriateness in different contexts ▪ knowledge and understanding of accepted rules of mechanics, spelling, syntax, and usage
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<p>Standard 7. LISTENING AND SPEAKING: <u>Listening and Speaking Skills,</u> <u>Strategies, and Applications</u></p>	<p>6.5 Capitalization ⇒ Capitalize names of magazines, newspapers, works of art, musical compositions, organizations, and the first word in quotations, when appropriate.</p>	<p>Appendix <i>Guideline 2: LANGUAGE AND MEDIA</i></p> <ul style="list-style-type: none"> ▪ knowledge and understanding of language theory including the language acquisition process, the language development process, the history of the English language, the changing nature of language, and variant forms, and language appropriateness in different contexts ▪ knowledge and understanding of accepted rules of mechanics, spelling, syntax, and usage
	<p>6.6 Spelling ⇒ Spell correctly roots (bases of words or words such as <i>(unnecessary, cowardly)</i>, inflections (words like <i>care/careful/caring</i> or words with more than one acceptable spelling like <i>advisor/adviser</i>), suffixes and prefixes (-ly, ness, mis-, un-) and syllables (word parts each containing a vowel sound, such as sur~prise or e~col~o~gy).</p>	<p>Appendix <i>Guideline 2: LANGUAGE AND MEDIA</i></p> <ul style="list-style-type: none"> ▪ knowledge and understanding of language theory including the language acquisition process, the language development process, the history of the English language, the changing nature of language, and variant forms, and language appropriateness in different contexts ▪ knowledge and understanding of accepted rules of mechanics, spelling, syntax, and usage
	<p>7.1 Comprehension ⇒ Ask thoughtful questions and respond orally to relevant questions with appropriate elaboration ⇒ Summarize major ideas and supporting evidence presented in spoken presentation ⇒ Identify how language usage (sayings and expressions) reflects regions and cultures ⇒ Give precise directions and instructions</p>	<p>Appendix <i>Guideline 2: SPEAKING, LISTENING, NONVERBAL</i></p> <ul style="list-style-type: none"> ▪ knowledge of skills associated with public address and debate as well as speaking for a variety of purposes ▪ knowledge of the importance of critical and aesthetic listening ▪ knowledge of the importance of interpersonal and group communication skills ▪ knowledge of the importance of oral interpretation skills ▪ knowledge of the importance of the connection between one's own thought processes and learning.

	<p>7.2 Organization and Delivery of Oral Communication ⇒ Present effective introductions and conclusions that guide and inform the listener's understanding of important ideas and details ⇒ Use traditional structures for conveying information, including cause and effect, similarity, and difference, and posing and answering a question. ⇒ Emphasize points in ways that help the listener or viewer to follow important ideas and concepts ⇒ Use details, examples, anecdotes (stories of a specific event), or experience to explain or clarify information ⇒ Engage the audience with appropriate words, facial expressions, and gestures</p> <p>7.3 Analysis and Evaluation of Oral Media Communication ⇒ Evaluate the role of the media in focusing people's attention on events and in forming their opinions on issues</p>	<p><i>Guideline 2: LANGUAGE AND MEDIA</i></p> <p>knowledge and understanding of language theory including the language acquisition process, the language development process, the history of the English language, the changing nature of language, its different and variant forms, and language appropriateness in different contexts</p> <hr/> <p style="text-align: center;">Appendix</p> <p><i>Guideline 2: SPEAKING, LISTENING, NONVERBAL</i></p> <ul style="list-style-type: none"> ▪ knowledge of skills associated with public address and debate as well as speaking for a variety of purposes ▪ knowledge of the importance of critical and aesthetic listening ▪ knowledge of the importance of interpersonal and group communication skills ▪ knowledge of the importance of oral interpretation skills <hr/> <p style="text-align: center;">Appendix</p> <p><i>Guideline 2: SPEAKING, LISTENING, NONVERBAL</i></p> <ul style="list-style-type: none"> ▪ knowledge of skills associated with public address and debate as well as speaking for a variety of purposes ▪ knowledge of the importance of critical and aesthetic listening ▪ knowledge of the importance of interpersonal and group communication skills
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	<p>7.4 Speaking Applications</p> <p>▷ a. Make narrative (story) presentations that:</p> <ul style="list-style-type: none"> • Relate ideas, observation, or memories about an event or experience • Provide a context that allows the listener to imagine the circumstances of the event or experience • Provide insight into why the selected event or experience <p>▷ b. Make informational presentations that:</p> <ul style="list-style-type: none"> • Focus on one main topic • Include facts and details that help listeners to focus • Incorporate more than one sources of information (including speakers, books, newspapers, television broadcasts, radio reports, or web sites) <p>▷ c. Deliver oral summaries of articles and books that:</p> <ul style="list-style-type: none"> • contain the main ideas of the event or articles and the most significant details <p>▷ d. Recite brief poems (two or three stanzas long soliloquies (sections of plays in which characters speak out loud to themselves), or dramatic dialogues, clearly stating words and using appropriate timing, volume, and phrasing</p>	<ul style="list-style-type: none"> ▪ knowledge of the importance of oral interpretation skills ▪ knowledge of the importance of the connection between one's own thought processes and learning. <p><i>Guideline 2: LANGUAGE AND MEDIA</i></p> <ul style="list-style-type: none"> ▪ knowledge and understanding of a variety of media and technology forms (environmental print, television, software, video, internet). <p style="text-align: center;">Appendix</p> <hr/> <p><i>Guideline 2: SPEAKING, LISTENING, NONVERBAL</i></p> <ul style="list-style-type: none"> ▪ knowledge of skills associated with public address and debate as well as speaking for a variety of purposes ▪ knowledge of the importance of critical and aesthetic listening ▪ knowledge of the importance of interpersonal and group communication skills ▪ knowledge of the importance of oral interpretation skills <p><i>Guideline 2: LANGUAGE AND MEDIA</i></p> <ul style="list-style-type: none"> ▪ knowledge and understanding of a variety of media technology forms (environmental print, television, video, internet). <p><i>Guideline 2: LITERATURE AND READING</i></p> <ul style="list-style-type: none"> ▪ reading and understanding a wide variety of children's literature across the genres of picture books, poetry, novels, short stories, drama, biography, autobiography, and non-fiction works ▪ reading and understanding a wide variety of
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		<p>children's literature by diverse and international authors of both genders</p> <p><i>Guideline 2: INTEGRATION OF ENGLISH/LANGUAGE ARTS</i> (reading, writing, speaking, listening, and thinking) in creating and interpreting texts and the use of themes for this integration, especially as this fits the remaining English/language arts curriculum and instruction standards</p>
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STANDARDS OVERVIEW ACTIVITY: What Indiana's students & teachers need to know and be able to do in ELA.

	5 th Grade Student Standard	Teacher Preparation Standard
<u>Standard 1. READING: Word Recognition, Fluency, and Vocabulary Development</u>	1.1 Word Recognition ⇒ Read aloud grade-level-appropriate narrative text (stories) and expository text (information) fluently and accurately and with appropriate timing, changes in voice, and expression.	<p>The Early Childhood and Middle Childhood English/language arts teacher's content background should include:</p> <p style="text-align: center;">Appendix</p> <p><i>Guideline 2: LITERATURE AND READING</i></p> <ul style="list-style-type: none"> ▪ reading and understanding a wide variety of children's literature across the genres of picture books, poetry, novels, short stories, drama, biography, autobiography, and non-fiction works ▪ reading and understanding a wide variety of children's literature by diverse and international authors of both genders ▪ knowledge and understanding of theories of reading and of the reading process and how these relate to all effective reading strategies <p><i>Guideline 2: SPEAKING, LISTENING, NONVERBAL</i></p> <ul style="list-style-type: none"> ▪ knowledge of skills associated with public address and debate as well as speaking for a variety of purposes ▪ knowledge of the importance of critical and aesthetic listening ▪ knowledge of the importance of interpersonal and group communication skills ▪ knowledge of the importance of oral interpretation skills

	<p>1.2 Vocabulary and Concept Development</p> <p>⇒ Use word origins to determine the meaning of unknown words.</p> <p>⇒ Understand and explain frequently used synonyms (words with the same meaning) , antonyms (words with opposite meaning), and homographs (words that are spelled the same but have different meanings.</p> <p>⇒ Know less common roots (graph=writing, logos= the study of) and word parts (auto=self, bio=life) from Greek and Latin and use this knowledge to analyze the meaning of complex words (<i>autograph, autobiography, biography, biology</i>).</p> <p>⇒ Understand and explain the figurative use of words in similes (comparisons that use <i>like</i> or <i>as</i>: <i>The stars were like a million diamonds in the sky.</i>) and metaphors (implied comparisons: <i>The stars were brilliant diamonds in the night sky.</i>)</p>	<p>Appendix</p> <p><i>Guideline 2: LITERATURE AND READING</i></p> <ul style="list-style-type: none"> ▪ knowledge and understanding of theories of reading and of the reading process and how these relate to all effective reading strategies <p><i>Guideline 2: LANGUAGE AND MEDIA</i></p> <ul style="list-style-type: none"> ▪ knowledge and understanding of language theory including the language acquisition process, the language development process, the history of the English language, the changing nature of language, its different and variant forms, and language appropriateness in different contexts ▪ knowledge and understanding of accepted rules of grammar, mechanics, spelling, syntax, and usage
<p>Standard 2. READING: Reading Comprehension (Focus on Informational Materials)</p>	<p>2.1 Structural Features of Informational and Technical Materials</p> <p>⇒ Use the features of informational texts, such as formats, graphics, diagrams, illustrations, charts, maps, and organization, to find information and support understanding.</p> <p>⇒ Analyze text that is organized in sequential or chronological order.</p>	<p>Appendix</p> <p><i>Guideline 2: LITERATURE AND READING</i></p> <ul style="list-style-type: none"> ▪ reading and understanding a wide variety of children's literature across the genres of picture books, poetry, novels, short stories, drama, biography, autobiography, and non-fiction works ▪ knowledge and understanding of theories of reading and of the reading process and how these relate to all effective reading strategies
	<p>2.2 Comprehension and Analysis of Grade-Level-Appropriate Text</p> <p>⇒ Recognize main ideas presented in texts, identifying and assessing evidence that supports those ideas.</p>	<p>Appendix</p> <p><i>Guideline 2: LITERATURE AND READING</i></p> <ul style="list-style-type: none"> ▪ reading and understanding a wide variety of children's literature across the genres of picture books, poetry, novels, short stories, drama, biography, autobiography, and non-fiction works ▪ knowledge and understanding of theories of

	⇒ Draw inferences, conclusions, or generalizations about text and support them with textual evidence and prior knowledge.	reading and of the reading process and how these relate to all effective reading strategies
	2.3 Expository (Informational) Critique ⇒ Distinguish among facts, supported inferences, and opinions in text.	Appendix <i>Guideline 2: LITERATURE AND READING</i> <ul style="list-style-type: none"> ▪ reading and understanding a wide variety of children's literature across the genres of picture books, poetry, novels, short stories, drama, biography, autobiography, and non-fiction works ▪ knowledge and understanding of theories of reading and of the reading process and how these relate to all effective reading strategies
Standard 3. READING: Literary Response and Analysis	3.1 Structural Features of Literature ⇒ Identify and analyze the characteristics of poetry, drama, fiction, and nonfiction, and explain the appropriateness of the literary forms chosen by an author for a specific purpose.	Appendix <i>Guideline 2: LITERATURE AND READING</i> <ul style="list-style-type: none"> ▪ reading and understanding a wide variety of children's literature across the genres of picture books, poetry, novels, short stories, drama, biography, autobiography, and non-fiction works ▪ reading and understanding a wide variety of children's literature by diverse and international authors of both genders ▪ knowledge and understanding of theories of reading and of the reading process and how these relate to all effective reading strategies
	3.2 Narrative Analysis of Grade-Level-Appropriate Text ⇒ Identify the main problem or conflict of the plot and explain how it is resolved. ⇒ Contrast the actions, motives, and appearances of	Appendix <i>Guideline 2: LITERATURE AND READING</i> <ul style="list-style-type: none"> ▪ reading and understanding a wide variety of children's literature across the genres of picture books, poetry, novels, short stories,

	<p>characters in a work of fiction and discuss the importance of the contrasts to the plot or theme. ⇒ Understand that <i>theme</i> refers to the central idea or meaning of a selection and recognize themes, whether they are implied or stated directly. ⇒ Describe the function and effect of common literary devices, such as imagery, metaphor, and symbolism.</p> <ul style="list-style-type: none"> • Symbolism: the use of an object to represent something else. • Imagery: the use of language to create vivid pictures in the reader's mind. • Metaphor: an implied comparison in which a word or phrase is used in place of another, such as <i>He was drowning</i>. 	<p>drama, biography, autobiography, and non-fiction works</p> <ul style="list-style-type: none"> ▪ reading and understanding a wide variety of children's literature by diverse and international authors of both genders ▪ knowledge and understanding of theories of reading and of the reading process and how these relate to all effective reading strategies <p><i>Guideline 2: LANGUAGE AND MEDIA</i></p> <ul style="list-style-type: none"> ▪ knowledge and understanding of language theory including the language acquisition process, the language development process, the history of the English language, the changing nature of language, its different and variant forms, and language appropriateness in different contexts
	<p>3.3 Literary Criticism</p> <ul style="list-style-type: none"> • Evaluate the meaning of patterns and symbols that are found in myth and tradition by using literature from different eras and cultures. ⇒ Evaluate the author's use of various techniques to influence readers' perspectives. 	<p>Appendix</p> <p><i>Guideline 2: LITERATURE AND READING</i></p> <ul style="list-style-type: none"> ▪ reading and understanding a wide variety of children's literature across the genres of picture books, poetry, novels, short stories, drama, biography, autobiography, and non-fiction works ▪ reading and understanding a wide variety of children's literature by diverse and international authors of both genders
<p><u>Standard 4. WRITING: Writing Process</u></p>	<p>4.1 Organization and Focus</p> <p>⇒ Discuss ideas for writing, keep a list or notebook of ideas, and use graphic organizers to plan writing. ⇒ Write stories with multiple paragraphs that develop a situation or plot, describe the setting, and include an ending. ⇒ Write informational pieces with multiple paragraphs that:</p>	<p>Appendix</p> <p><i>Guideline 2: WRITING</i></p> <ul style="list-style-type: none"> ▪ knowledge and understanding of theories of writing and of the writing process and how these English/language arts relate to currently accepted writing strategies ▪ knowledge and understanding of the writing process as a tool of inquiry, research, and self-expression.

	<ul style="list-style-type: none"> • present important ideas or events in sequence or in chronological order. • provide details and transitions to link paragraphs. • offer a concluding paragraph that summarizes important ideas and details. 	<p><i>Guideline 2: LANGUAGE AND MEDIA</i></p> <ul style="list-style-type: none"> ▪ knowledge and understanding of language theory including the language acquisition process, the language development process, the history of the English language, the changing nature of language, its different and variant forms, and language appropriateness in different contexts ▪ knowledge and understanding of accepted rules of grammar, mechanics, spelling, syntax, and usage <p><i>Guideline 2: INTEGRATION OF ENGLISH/LANGUAGE ARTS</i> (reading, writing, speaking, listening, and thinking) in creating and interpreting texts and the use of themes for this integration, especially as this fits the remaining English/language arts curriculum and instruction standards</p>
	<p>4.2 Research and Technology</p> <p>⇒ Use organizational features of printed text, such as citations, endnotes, and bibliographic references, to locate relevant information.</p> <p>⇒ Use note-taking skills.</p> <p>⇒ Create simple documents using a computer and employing organizational features, such as passwords, entry and pull-down menus, word searches, the thesaurus, and spell checks.</p> <p>⇒ Use a thesaurus to identify alternative word choices and meanings.</p>	<p>Appendix</p> <p><i>Guideline 2: WRITING</i></p> <ul style="list-style-type: none"> ▪ knowledge and understanding of theories of writing and of the writing process and how these English/language arts relate to currently accepted writing strategies ▪ knowledge and understanding of the writing process as a tool of inquiry, research, and self-expression. <p><i>Guideline 2: LANGUAGE AND MEDIA</i></p> <ul style="list-style-type: none"> ▪ knowledge and understanding of language theory including the language acquisition process, the language development process, the history of the English language, the changing nature of language, its different and variant forms, and language appropriateness in different contexts ▪ knowledge and understanding of accepted rules of grammar, mechanics, spelling,

		<p>syntax, and usage</p> <ul style="list-style-type: none"> ▪ knowledge and understanding of a variety of media and technology forms (environmental print, television, software, video, internet). <p><i>Guideline 2: INTEGRATION OF ENGLISH/LANGUAGE ARTS</i> (reading, writing, speaking, listening, and thinking) in creating and interpreting texts and the use of themes for this integration, especially as this fits the remaining English/language arts curriculum and instruction standards</p>
	<p>4.3 Evaluation and Revision ⇒ Review, evaluate, and revise writing for meaning and clarity. ⇒ Proofread one's own writing, as well as that of others, using an editing checklist or set of rules, with specific examples of corrections of specific errors. ⇒ Edit and revise writing to improve meaning and focus through adding, deleting, combining, clarifying, and rearranging words and sentences.</p>	<p style="text-align: center;">Appendix</p> <p><i>Guideline 2: WRITING</i></p> <ul style="list-style-type: none"> ▪ knowledge and understanding of theories of writing and of the writing process and how these English/language arts relate to currently accepted writing strategies ▪ knowledge and understanding of the writing process as a tool of inquiry, research, and self-expression. <p><i>Guideline 2: LANGUAGE AND MEDIA</i></p> <ul style="list-style-type: none"> ▪ knowledge and understanding of language theory including the language acquisition process, the language development process, the history of the English language, the changing nature of language, its different and variant forms, and language appropriateness in different contexts ▪ knowledge and understanding of accepted rules of grammar, mechanics, spelling, syntax, and usage <p><i>Guideline 2: INTEGRATION OF ENGLISH/LANGUAGE ARTS</i> (reading, writing, speaking, listening, and thinking) in creating and interpreting texts and the use of themes for this integration, especially as this fits remaining English/language arts curriculum</p>

		and instruction standards
<u>Standard 5. WRITING: Writing Applications</u>	<p>5.1 Different Types of Writing and Their Characteristics</p> <p>⇒ Write narratives (stories) that:</p> <ul style="list-style-type: none"> • establish a plot, point of view, setting, and conflict. • show, rather than tell, the events of the story. <p>⇒ Write responses to literature that:</p> <ul style="list-style-type: none"> • demonstrate an understanding of a literary work. • support judgments through references to the text and to prior knowledge. • develop interpretations that exhibit careful reading and understanding. <p>⇒ Write research reports about important ideas, issues, or events by using the following guidelines:</p> <ul style="list-style-type: none"> • Frame questions that direct the investigation. • Establish a main idea or topic. • Develop a topic with simple facts, details, examples, and explanations. • Use a variety of information sources, including firsthand interviews, reference materials, and electronic resources, to locate information for the report. <p>⇒ Write persuasive letters or compositions that:</p> <ul style="list-style-type: none"> • state a clear position in support of a proposal. • support a position with relevant evidence and effective emotional appeals. • follow a simple organizational pattern, with the most appealing statements first and the least powerful ones last. • address reader concerns. <p>⇒ Use varied word choices to make writing interesting.</p> <p>⇒ Write for different purposes and to a specific audience or person, adjusting tone and style as appropriate.</p>	<p>Appendix</p> <p><i>Guideline 2: WRITING</i></p> <ul style="list-style-type: none"> ▪ knowledge and understanding of theories of writing and of the writing process and how these English/language arts relate to currently accepted writing strategies ▪ knowledge and understanding of the writing process as a tool of inquiry, research, and self-expression. <p><i>Guideline 2: LANGUAGE AND MEDIA</i></p> <ul style="list-style-type: none"> ▪ knowledge and understanding of language theory including the language acquisition process, the language development process, the history of the English language, the changing nature of language, its different and variant forms, and language appropriateness in different contexts ▪ knowledge and understanding of accepted rules of grammar, mechanics, spelling, syntax, and usage ▪ knowledge and understanding of a variety of media and technology forms (environmental print, television, software, video, internet). <p><i>Guideline 2: INTEGRATION OF ENGLISH/LANGUAGE ARTS</i></p> <p>(reading, writing, speaking, listening, and thinking) in creating and interpreting texts and the use of themes for this integration, especially as this fits remaining English/language arts and instruction standards</p>

<p><u>Standard 6. WRITING: Written English</u> <u>Language Conventions</u></p>	<p>6.1 Sentence Structure ⇒ Identify and correctly use prepositional phrases (<i>for school</i> or <i>In the beginning</i>), appositives (<i>We played the Cougars, <u>the team from Newport</u></i>), main clauses (words that express a complete thought), and subordinate clauses (clauses attached to the main clause in a sentence). • We began our canoe trip <i>on the White River</i> (prepositional phrase) <i>when it stopped raining</i> (subordinate clause). • <i>Although the weather, chilly and damp</i> (appositive) <i>threatened our trip, <u>we were never discouraged</u></i> (main clause). ⇒ Use transitions (<i>however, therefore, on the other hand</i>) and conjunctions (<i>and, or, but</i>) to connect ideas.</p>	<p>Appendix <i>Guideline 2: WRITING</i> ▪ knowledge and understanding of theories of writing and of the writing process and how these English/language arts relate to currently accepted writing strategies ▪ knowledge and understanding of the writing process as a tool of inquiry, research, and self-expression. <i>Guideline 2: LANGUAGE AND MEDIA</i> ▪ knowledge and understanding of language theory including the language acquisition process, the language development process, the history of the English language, the changing nature of language, its different and variant forms, and language appropriateness in different contexts ▪ knowledge and understanding of accepted rules of grammar, mechanics, spelling, syntax, and usage</p>
	<p>6.2 Grammar ⇒ Identify and correctly use appropriate tense (<i>present, past , present participle, past participle</i>) for verbs that are often misused (<i>lie/lay, sit/set, rise/raise</i>). ⇒ Identify and correctly use modifiers (words or phrases that describe, limit, or qualify another word) and pronouns (<i>he/his, she/her, they/their, it/its</i>). • Correct: <i><u>On the walls</u> there are many pictures of people who have visited the restaurant.</i> • Incorrect: <i>There are many pictures of people who have visited the restaurant <u>on the walls.</u></i> • Correct: <i>Jenny and Kate finished <u>their</u> game.</i></p>	<p>Appendix <i>Guideline 2: WRITING</i> ▪ knowledge and understanding of theories of writing and of the writing process and how these English/language arts relate to currently accepted writing strategies <i>Guideline 2: LANGUAGE AND MEDIA</i> ▪ knowledge and understanding of language theory including the language acquisition process, the language development process, the history of the English language, the changing nature of language, its different and variant forms, and language appropriateness in different contexts ▪ knowledge and understanding of accepted</p>

	<ul style="list-style-type: none"> • Incorrect: <i>Jenny and Kate finished <u>her</u> game.</i> 	rules of grammar, mechanics, spelling, syntax, and usage
	6.3 Punctuation ⇒ Use a colon to separate hours and minutes (<i>12:20 a.m., 3:40 p.m.</i>) and to introduce a list (<i>Do the project in this order: cut, paste, fold.</i>); use quotation marks around the exact words of a speaker and titles of articles, poems, songs, short stories, and chapters in books; use semi-colons and commas for transitions (<i>Time is short; however, we will still get the job done.</i>)	Appendix <i>Guideline 2: WRITING</i> <ul style="list-style-type: none"> ▪ knowledge and understanding of theories of writing and of the writing process and how these English/language arts relate to currently accepted writing strategies <i>Guideline 2: LANGUAGE AND MEDIA</i> <ul style="list-style-type: none"> ▪ knowledge and understanding of language theory including the language acquisition process, the language development process, the history of the English language, the changing nature of language, its different and variant forms, and language appropriateness in different contexts ▪ knowledge and understanding of accepted rules of grammar, mechanics, spelling, syntax, and usage
	6.4 Capitalization ⇒ Use correct capitalization.	Appendix <i>Guideline 2: WRITING</i> <ul style="list-style-type: none"> ▪ knowledge and understanding of theories of writing and of the writing process and how these English/language arts relate to currently accepted writing strategies <i>Guideline 2: LANGUAGE AND MEDIA</i> <ul style="list-style-type: none"> ▪ knowledge and understanding of accepted rules of grammar, mechanics, spelling, syntax, and usage

	<p>6.5 Spelling ⇒ Spell roots or bases of words, prefixes (<i>understood/misunderstood, excused/unexcused</i>), suffixes (<i>final/finally, mean/meanness</i>), contractions (<i>will not/won't, it is/it's, they would/they'd</i>), and syllable constructions (<i>in .for.ma.tion, mol.e.cule</i>) correctly.</p>	<p>Appendix <i>Guideline 2: LANGUAGE AND MEDIA</i></p> <ul style="list-style-type: none"> ▪ knowledge and understanding of language theory including the language acquisition process, the language development process, the history of the English language, the changing nature of language, its different and variant forms, and language appropriateness in different contexts ▪ knowledge and understanding of accepted rules of grammar, mechanics, spelling, syntax, and usage
<p>Standard 7. LISTENING AND SPEAKING: <u>Listening and Speaking Skills,</u> <u>Strategies, and Applications</u></p>	<p>7.1 Comprehension ⇒ Ask questions that seek information not already discussed. ⇒ Interpret a speaker's verbal and nonverbal messages, purposes, and prescriptives. ⇒ Make inferences or draw conclusions based on an oral report.</p>	<p>Appendix <i>Guideline 2: SPEAKING, LISTENING, NONVERBAL</i></p> <ul style="list-style-type: none"> ▪ knowledge of skills associated with public address and debate as well as speaking for a variety of purposes ▪ knowledge of the importance of critical and aesthetic listening ▪ knowledge of the importance of interpersonal and group communication skills ▪ knowledge of the importance of oral interpretation skills ▪ knowledge of the importance of the connection between one's own thought processes and learning.
	<p>7.2 Organization and Delivery of Oral Communication ⇒ Select a focus, organizational structure, and point of view for an oral presentation. ⇒ Clarify and support spoken ideas with evidence and examples.</p>	<p>Appendix <i>Guideline 2: SPEAKING, LISTENING, NONVERBAL</i></p> <ul style="list-style-type: none"> ▪ knowledge of skills associated with public address and debate as well as speaking for a variety of purposes ▪ knowledge of the importance of critical and aesthetic listening

	<p>⇒ Use volume, phrasing, timing, and gestures appropriately to enhance meaning.</p>	<ul style="list-style-type: none"> ▪ knowledge of the importance of interpersonal and group communication skills ▪ knowledge of the importance of oral interpretation skills ▪ knowledge of the importance of the connection between one's own thought processes and learning.
	<p>7.3 Analysis and Evaluation of Oral and Media Communications</p> <p>⇒ Identify, analyze, and critique persuasive techniques, including promises, dares, flattery, and generalities; identify faulty reasoning used in oral presentations and media messages.</p> <p>⇒ Analyze media as sources for information, entertainment, persuasion, interpretation of events, and transmission of culture.</p>	<p style="text-align: center;">Appendix</p> <p><i>Guideline 2: SPEAKING, LISTENING, NONVERBAL</i></p> <ul style="list-style-type: none"> ▪ knowledge of skills associated with public address and debate as well as speaking for a variety of purposes ▪ knowledge of the importance of critical and aesthetic listening ▪ knowledge of the importance of interpersonal and group communication skills ▪ knowledge of the importance of oral interpretation skills ▪ knowledge of the importance of the connection between one's own thought processes and learning. <p><i>Guideline 2: LANGUAGE AND MEDIA</i></p> <ul style="list-style-type: none"> ▪ knowledge and understanding of a variety of media and technology forms (environmental print, television, software, video, internet).

	<p>7.4 Speaking Applications</p> <p>⇒ Deliver narrative (story) presentations that:</p> <ul style="list-style-type: none"> • establish a situation, plot, point of view, and setting with descriptive words and phrases. • show, rather than tell, the listener what happens. <p>⇒ Deliver informative presentations about an important idea, issue, or event by the following means:</p> <ul style="list-style-type: none"> • frame questions to direct the investigation. • establish a controlling idea or topic. • develop the topic with simple facts, details, examples, and explanations. <p>⇒ Deliver oral responses to literature that:</p> <ul style="list-style-type: none"> • summarize important events and details. • demonstrate an understanding of several ideas or images communicated by the literary work. • use examples from the work to support conclusions. 	<p style="text-align: center;">Appendix</p> <p><i>Guideline 2: SPEAKING, LISTENING, NONVERBAL</i></p> <ul style="list-style-type: none"> ▪ knowledge of skills associated with public address and debate as well as speaking for a variety of purposes ▪ knowledge of the importance of critical and aesthetic listening ▪ knowledge of the importance of interpersonal and group communication skills ▪ knowledge of the importance of oral interpretation skills ▪ knowledge of the importance of the connection between one's own thought processes and learning. <p><i>Guideline 2: INTEGRATION OF ENGLISH/LANGUAGE ARTS</i></p> <p>(reading, writing, speaking, listening, and thinking) in creating and interpreting texts and the use of themes for this integration, especially as this fits the remaining English/language arts and instruction standards</p>
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STANDARDS OVERVIEW ACTIVITY: What Indiana’s students & teachers need to know and be able to do in ELA.

	6 th Grade Student Standard	Teacher Preparation Standard Teacher Recommendation #1 or #2- Content Background Areas A-E Indicator:
<p><u>Standard 1. READING: Word Recognition, Fluency, and Vocabulary Development</u></p>	<p>1.1 Word Recognition ⇒ Read aloud grade-level-appropriate poems, narrative text (stories) and expository text (information) fluently and accurately and with appropriate timing, changes in voice, and expression.</p> <p>1.2 Vocabulary and Concept Development ⇒ Identify and interpret figurative language (including similes, comparisons that use <i>like</i> or <i>as</i>,</p>	<p>The Early Adolescence English/language arts teacher's content background should include:</p> <p style="text-align: center;">Appendix</p> <p>Guideline 2: LITERATURE AND READING:</p> <ul style="list-style-type: none"> ▪ reading and understanding a wide variety of literature and literacy devices/strategies across of poetry, novels, short stories, drama, biography, autobiography, essays and other non-fiction types of works including technical and informational texts. ▪ reading and understanding of a wide variety of literature by diverse and international authors and authors of both genders ▪ reading and understanding a diversity of American works ▪ reading and understanding of a wide diversity adult literature selections and authors ▪ knowledge and understanding of theories of reading and of the reading process and how these English/language arts relate to all effective reading strategies, as well as how reading is used as a tool of inquiry. <p>Guideline 2: INTEGRATION OF ENGLISH/LANGUAGE ARTS (reading, writing, speaking, listening, and thinking)</p> <ul style="list-style-type: none"> ▪ in creating and interpreting texts (oral, written, visual, enacted) and the use of themes for this integration, especially as this fits the EAG curriculum and instruction standards <p>Guideline 2: LITERATURE AND READING:</p> <ul style="list-style-type: none"> ▪ knowledge and understanding of theories of

	<p>and metaphors, implied comparisons) and words with multiple meanings.</p> <p>⇒ Recognize the origins and meanings of frequently used foreign words in English and use these words accurately in speaking and writing.</p> <p>⇒ Understand unknown words in informational texts by using word, sentence, and paragraph clues to determine meaning.</p> <p>⇒ Understand and explain slight differences in meaning and related words.</p>	<p>reading and of the reading process and how these English/language arts relate to all effective reading strategies, as well as how reading is used as a tool of inquiry.</p> <p>Guideline 2: LANGUAGE AND MEDIA</p> <ul style="list-style-type: none"> ▪ knowledge and understanding of language theory, including the language acquisition and language development processes, the history of the English language, and the changing nature of language and its different and variant forms (dialect), and the contexts for language appropriateness (sociocultural basis of language) ▪ knowledge and understanding of accepted rules of grammar, spelling, syntax and usage
<p>Standard 2. READING: Reading Comprehension <u>(Focus on Informational Materials)</u></p>	<p>2.1 Structural Features of Informational and Technical Materials</p> <p>⇒ Identify the structural features of popular media (newspapers, magazines, online information) and use the features to obtain information.</p> <p>⇒ Analyze the text that uses a compare-and-contrast organizational pattern.</p>	<p style="text-align: center;">Appendix</p> <p><i>Guideline 2: LANGUAGE AND MEDIA</i></p> <ul style="list-style-type: none"> ▪ knowledge, understanding, and critical judgment of a variety of media and technology forms (e.g. environmental print, television, software, video, internet). <p>Guideline 2: LITERATURE AND READING:</p> <ul style="list-style-type: none"> ▪ knowledge and understanding of theories of reading and of the reading process and how these English/language arts relate to all effective reading strategies, as well as how reading is used as a tool of inquiry. <p>Guideline 2: INTEGRATION OF ENGLISH/LANGUAGE ARTS (reading, writing, speaking, listening, and thinking)</p> <ul style="list-style-type: none"> ▪ in creating and interpreting texts (oral, written, visual, enacted) and the use of themes for this integration, especially as this fits the EAG curriculum

	<p>2.2 Comprehension and Analysis of Grade-Level Appropriate Text ⇒ Connect and clarify main ideas by identifying their relationships to multiple sources and related topics. ⇒ Clarify an understanding of texts by creating outlines, notes, diagrams, summaries, or reports. ⇒ Follow multiple-step instructions for preparing applications.</p> <p>2.3 Expository (Informational) Critique ⇒ Determine the adequacy and appropriateness of the evidence presented for an author's conclusions and evaluate whether the author adequately supports inferences. ⇒ Make reasonable statements and conclusions about a text, supporting them with accurate examples. ⇒ Note instances of persuasion, propaganda, and faulty reasoning in text.</p>	<p>and instruction standards</p> <p>Appendix Guideline 2: LITERATURE AND READING: ▪ reading and understanding a wide variety of literature and literacy devices/strategies across of poetry, novels, short stories, drama, biography, autobiography, essays and other non-fiction types of works including technical and informational tests. Guideline 2: WRITING: ▪ knowledge and understanding of theories of writing and of the writing process, including the concepts of purpose and audience, and how these relate to currently accepted writing strategies.</p> <p>Appendix Guideline 2: LITERATURE AND READING: ▪ reading and understanding a wide variety of literature and literacy devices/strategies across of poetry, novels, short stories, drama, biography, autobiography, essays and other non-fiction types of works including technical and informational tests. ▪ reading and understanding of a wide variety of literature by diverse and international authors and authors of both genders ▪ reading and understanding a diversity of American works ▪ reading and understanding of a wide diversity adult literature selections and authors ▪ knowledge and understanding of theories of reading and of the reading process and how these English/language arts relate to all effective reading strategies, as well as how</p>
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		<p>reading is used as a tool of inquiry.</p> <p>Guideline 2: LANGUAGE AND MEDIA</p> <ul style="list-style-type: none"> ▪ knowledge and understanding of language theory, including the language acquisition and language development processes, the history of the English language, and the changing nature of language and its different and variant forms (dialect), and the contexts for language appropriateness (sociocultural basis of language)
<p><u>Standard 3. READING: Literary Response and Analysis</u></p>	<p>3.1 Structural Features of Literature ⇒ Identify different types (genres) of fiction and describe the major characteristics of each form.</p>	<p>Appendix</p> <p>Guideline 2: LITERATURE AND READING:</p> <ul style="list-style-type: none"> ▪ reading and understanding a wide variety of literature and literacy devices/strategies across of poetry, novels, short stories, drama, biography, autobiography, essays and other non-fiction types of works including technical and informational texts. ▪ reading and understanding of a wide variety of literature by diverse and international authors and authors of both genders ▪ reading and understanding a diversity of American works ▪ reading and understanding of a wide diversity adult literature selections and authors ▪ knowledge and understanding of theories of reading and of the reading process and how these English/language arts relate to all effective reading strategies, as well as how reading is used as a tool of inquiry.

	<p>3.2 Narrative Analysis of Grade-Level-Appropriate Text</p> <p>⇒ Analyze the effect of the qualities of the character on the plot and the resolution of the conflict.</p> <p>⇒ Analyze the influence of the setting on the problem and its resolution.</p> <p>⇒ Define how tone and meaning are conveyed in poetry through word choice, figurative language, sentence structure, line length, punctuation, rhythm, alliteration (repetition of sounds such as <i>wild</i> and <i>woolly</i> or <i>threatening throngs</i>), and rhyme.</p> <p>⇒ Identify the speaker and recognize the difference between first-person (the narrator tells the story from the “I” perspective) and third-person (the narrator tells the story from an outside perspective) narration.</p> <p>⇒ Identify and analyze features of themes conveyed through characters, actions, and images.</p> <p>⇒ Explain the effects of common literary devices, such as symbolism, imagery, or metaphor, in a variety of fictional and nonfictional texts.</p> <ul style="list-style-type: none"> • Symbolism: the use of an object to represent something else; for example, as dove might symbolize peace. • Imagery: the use of language to create vivid pictures in the reader’s mind. • Metaphor: an implied comparison in which a word or phrase is used in place of another, such as <i>He was drowning in money</i>. 	<p style="text-align: center;">Appendix</p> <p>Guideline 2: LITERATURE AND READING:</p> <ul style="list-style-type: none"> ▪ reading and understanding a wide variety of literature and literacy devices/strategies across of poetry, novels, short stories, drama, biography, autobiography, essays and other non-fiction types of works including technical and informational texts. ▪ reading and understanding of a wide variety of literature by diverse and international authors and authors of both genders ▪ reading and understanding a diversity of American works ▪ reading and understanding of a wide diversity adult literature selections and authors ▪ knowledge and understanding of theories of reading and of the reading process and how these English/language arts relate to all effective reading strategies, as well as how reading is used as a tool of inquiry. <p>Guideline 2: LANGUAGE AND MEDIA</p> <ul style="list-style-type: none"> ▪ knowledge and understanding of language theory, including the language acquisition and language development processes, the history of the English language, and the changing nature of language and its different and variant forms (dialect), and the contexts for language appropriateness (sociocultural basis of language) ▪ knowledge and understanding of accepted rules of grammar, spelling, syntax and usage
	<p>3.3 Literary Criticism</p> <p>⇒ Critique the believability of characters and the degree to which a plot is believable or realistic.</p>	<p style="text-align: center;">Appendix</p> <p>Guideline 2: LITERATURE AND READING:</p> <ul style="list-style-type: none"> ▪ reading and understanding a wide variety of literature and literacy devices/strategies across of poetry, novels, short stories, drama,

		<p>biography, autobiography, essays and other non-fiction types of works including technical and informational texts.</p> <ul style="list-style-type: none"> ▪ reading and understanding of a wide variety of literature by diverse and international authors and authors of both genders ▪ reading and understanding a diversity of American works ▪ reading and understanding of a wide diversity adult literature selections and authors ▪ knowledge and understanding of theories of reading and of the reading process and how these English/language arts relate to all effective reading strategies, as well as how reading is used as a tool of inquiry.
<p><u>Standard 4. WRITING: Writing Process</u></p>	<p>4.1 Organization and Focus</p> <p>⇒ Discuss ideas for writing, keep a list or notebook of ideas, and use graphic organizers to plan writing.</p> <p>⇒ Choose the form of writing that best suits the intended purpose.</p> <p>⇒ Write informational pieces of several paragraphs that:</p> <ul style="list-style-type: none"> • engage the interest of the reader. • state a clear purpose. • develop the topic with supporting details and precise language. • conclude with a detailed summary linked to the purpose of the composition. <p>⇒ Use a variety of effective organizational patterns, including comparison and contrast ; organization by categories; and arrangement by order of importance or climactic order.</p>	<p style="text-align: center;">Appendix</p> <p>Guideline 2: WRITING:</p> <ul style="list-style-type: none"> ▪ knowledge and understanding of theories of writing and of the writing process, including the concepts of purpose and audience, and how these relate to currently accepted writing strategies.

	<p>4.2 Research and Technology</p> <p>⇒ Use note-taking skills.</p> <p>⇒ Use organizational features of electronic text (on computers), such as bulletin boards, databases, key-word searches, and e-mail addresses, to locate information.</p> <p>⇒ Use a computer to compose documents with appropriate formatting by using word-processing skills and principles of design, including margins, tabs, spacing, columns, page orientation.</p>	<p>Appendix</p> <p><i>Guideline 2: WRITING:</i></p> <ul style="list-style-type: none"> ▪ knowledge and understanding of theories of writing and of the writing process, including the concepts of purpose and audience, and how these relate to currently accepted writing strategies. ▪ knowledge and understanding of the writing process as a tool of inquiry, research, and self-expression. ▪ knowledge about and ability to model writing well in a variety of forms. <p><i>Guideline 2: LANGUAGE AND MEDIA</i></p> <ul style="list-style-type: none"> ▪ knowledge, understanding, and critical judgment of a variety of media and technology forms (e.g. environmental print, television, software, video, internet).
	<p>4.3 Evaluation and Revision</p> <p>⇒ Review, evaluate, and revise writing for meaning and clarity.</p> <p>⇒ Edit and proofread one's own writing, as well as that of others, using an editing checklist or set of rules, with specific examples of corrections of frequent errors.</p> <p>⇒ Revise writing to improve the organization and consistency of ideas within and between paragraphs.</p>	<p>Appendix</p> <p><i>Guideline 2: WRITING:</i></p> <ul style="list-style-type: none"> ▪ knowledge and understanding of theories of writing and of the writing process, including the concepts of purpose and audience, and how these relate to currently accepted writing strategies. ▪ knowledge and understanding of the writing process as a tool of inquiry, research, and self-expression. ▪ knowledge about and ability to model writing well in a variety of forms.
<p><u>Standard 5. WRITING: Writing Applications</u></p>	<p>5.1 Different Types of Writing and Their Characteristics</p> <p>⇒ Write narratives that:</p>	<p>Appendix</p> <p><i>Guideline 2: WRITING:</i></p> <ul style="list-style-type: none"> ▪ knowledge and understanding of theories of writing and of the writing process, including the concepts of purpose and

	<ul style="list-style-type: none"> • establish and develop a plot and setting and present a point of view that is appropriate to the stories. • include sensory details and clear language to develop plot and character. • use a range of narrative devices, such as dialogue or suspense. <p>⇒ Write descriptions, explanations, comparison and contrast papers, and problem and solution essays that:</p> <ul style="list-style-type: none"> • state the thesis (position on the topic) or purpose. • explain the situation. • organize the composition clearly. • offer evidence to support arguments and conclusions. <p>⇒ Write research reports that:</p> <ul style="list-style-type: none"> • pose relevant questions that can be answered in the report. • support the main idea or ideas with facts, details, examples, and explanations from multiple authoritative sources, such as speakers, newspapers and magazines, reference books, and online information searches. • include a bibliography. <p>⇒ Write responses to literature that:</p> <ul style="list-style-type: none"> • develop and interpretation that shows careful reading, understanding, and insight. • organize the interpretation around several clear ideas. • develop and justify the interpretation through the use of examples and evidence from the text. <p>⇒ Write persuasive compositions that:</p> <ul style="list-style-type: none"> • state a clear position on a prepositional or proposal. • support the position with organized and relevant evidence and effective emotional appeals. • anticipate and address reader concerns and counter-arguments. <p>⇒ Use varied word choices to make writing interesting.</p> <p>⇒ Write for different purposes and to a specific audience or person, adjusting tone and style as necessary.</p>	<p>audience, and how these relate to currently accepted writing strategies.</p> <ul style="list-style-type: none"> ▪ knowledge and understanding of the writing process as a tool of inquiry, research, and self-expression. ▪ knowledge about and ability to model writing well in a variety of forms. <p>Guideline 2: LANGUAGE AND MEDIA</p> <ul style="list-style-type: none"> ▪ knowledge and understanding of language theory, including the language acquisition and language development processes, the history of the English language, and the changing nature of language and its different and variant forms (dialect), and the contexts for language appropriateness (sociocultural basis of language) ▪ knowledge and understanding of accepted rules of grammar, spelling, syntax and usage ▪ knowledge, understanding, and critical judgment of a variety of media and technology forms (e.g. environmental print, television, software, video, internet). <p>Guideline 2: LITERATURE AND READING:</p> <ul style="list-style-type: none"> ▪ reading and understanding a wide variety of literature and literacy devices/strategies across of poetry, novels, short stories, drama, biography, autobiography, essays and other non-fiction types of works including technical and informational texts. ▪ knowledge and understanding of theories of reading and of the reading process and how these English/language arte relate to all effective reading strategies, as well as how reading is used as a tool of inquiry.
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<p>Standard 6. WRITING: Written English <u>Language Conventions</u></p>	<p>6.1 Sentence Structure ⇒ Use simple sentences, compound sentences, and complex sentences; use effective coordination and subordination of ideas, including both main ideas and supporting ideas in single sentences, to express complete thoughts.</p> <ul style="list-style-type: none"> • Simple sentence: sentences with one subject and verb, such as <i>The pine tree is native to many parts of America.</i> • Compound sentence: sentences with two equal clauses, such as <i>The giraffe has a long neck and long legs, but it is a very graceful animal.</i> • Complex sentence: sentences that include one main clause and at least one subordinate clause, <i>I just sat at my desk, not knowing what to do next, although others around me were writing furiously.</i> 	<p>Appendix Guideline 2: LANGUAGE AND MEDIA</p> <ul style="list-style-type: none"> ▪ knowledge and understanding of language theory, including the language acquisition and language development processes, the history of the English language, and the changing nature of language and its different and variant forms (dialect), and the contexts for language appropriateness (sociocultural basis of language) ▪ knowledge and understanding of accepted rules of grammar, spelling, syntax and usage <p>Guideline 2: WRITING:</p> <ul style="list-style-type: none"> ▪ knowledge and understanding of theories of writing and of the writing process, including the concepts of purpose and audience, and how these relate to currently accepted writing strategies.
	<p>6.2 Grammar ⇒ Identify and properly use indefinite pronouns (<i>all, another, both, each, either, few, many, none, one, other, several, some</i>), present perfect (<i>have been, has been</i>), past perfect (<i>had been</i>), and future perfect verb tenses (<i>shall have been</i>); ensure that verbs agree with compound subjects.</p> <ul style="list-style-type: none"> • Indefinite pronouns: <i>Each</i> should do his or her work • Indefinite pronouns: <i>Many</i> were absent today. • Correct verb agreement: <i>Todd and Amanda were</i> chosen to star in the play. • Incorrect verb agreement: <i>Todd and Amanda was</i> chosen to star in the play. 	<p>Appendix Guideline 2: LANGUAGE AND MEDIA</p> <ul style="list-style-type: none"> ▪ knowledge and understanding of language theory, including the language acquisition and language development processes, the history of the English language, and the changing nature of language and its different and variant forms (dialect), and the contexts for language appropriateness (sociocultural basis of language) ▪ knowledge and understanding of accepted rules of grammar, spelling, syntax and usage

	<p>6.3 Punctuation ⇒ Use colons after the salutation (<i>greeting</i>) in business letters (<i>Dear Sir:</i>), semicolons to connect main clauses (<i>The girl went to school; her brother stayed home.</i>), and commas before the conjunction in compound sentences (<i>We worked all day, but we didn't complete the project.</i>)</p>	<p>Appendix Guideline 2: LANGUAGE AND MEDIA</p> <ul style="list-style-type: none"> ▪ knowledge and understanding of language theory, including the language acquisition and language development processes, the history of the English language, and the changing nature of language and its different and variant forms (dialect), and the contexts for language appropriateness (sociocultural basis of language) ▪ knowledge and understanding of accepted rules of grammar, spelling, syntax and usage
	<p>6.4 Capitalization ⇒ Use correct capitalization.</p>	<p>Appendix Guideline 2: LANGUAGE AND MEDIA</p> <ul style="list-style-type: none"> ▪ knowledge and understanding of language theory, including the language acquisition and language development processes, the history of the English language, and the changing nature of language and its different and variant forms (dialect), and the contexts for language appropriateness (sociocultural basis of language) ▪ knowledge and understanding of accepted rules of grammar, spelling, syntax and usage
	<p>6.5 Spelling ⇒ Spell correctly frequently misspelled words (<i>their/they're/there, loose/lose/loss, choose/chose, through/threw</i>).</p>	<p>Appendix Guideline 2: LANGUAGE AND MEDIA</p> <ul style="list-style-type: none"> ▪ knowledge and understanding of language theory, including the language acquisition and language development processes, the history of the English language, and the changing nature of language and its different and variant forms (dialect), and the contexts

		<p>for language appropriateness (sociocultural basis of language)</p> <ul style="list-style-type: none"> ▪ knowledge and understanding of accepted rules of grammar, spelling, syntax and usage
<p>Standard 7. LISTENING AND SPEAKING: <u>Listening and Speaking Skills, Strategies, and Applications</u></p>	<p>7.1 Comprehension ⇒ Relate the speaker’s verbal communication (such as word choice, pitch, feeling, and tone) to the nonverbal message (such as posture and gesture). ⇒ Identify the tone, mood, and emotion conveyed in the oral communication. ⇒ restate and carry out multiple-step oral instructions and directions.</p>	<p style="text-align: center;">Appendix Guideline 2: SPEAKING, LISTENING, AND NONVERBAL</p> <ul style="list-style-type: none"> ▪ knowledge of skills associated with public address and debate as well as speaking for a variety of purposes ▪ knowledge of the importance of critical and aesthetic listening ▪ knowledge of the importance of interpersonal and group communication skills, as well as intercultural skills. ▪ knowledge of the importance of oral interpretation skills
	<p>7.2 Organization and Delivery of Oral Communication ⇒ Select a focus, an organizational structure, and a point of view, matching the purpose, message, and vocal modulation (changes in tone) to the audience. ⇒ Emphasize important points to assist the listener in following the main ideas and concepts. ⇒ Support opinions with researched, documented evidence and with visual or media displays that use appropriate technology. ⇒ Use effective timing, volume, tone, and alignment of hand and body gestures to sustain audience interest and attention.</p>	<p style="text-align: center;">Appendix Guideline 2: SPEAKING, LISTENING, AND NONVERBAL</p> <ul style="list-style-type: none"> ▪ knowledge of skills associated with public address and debate as well as speaking for a variety of purposes ▪ knowledge of the importance of critical and aesthetic listening ▪ knowledge of the importance of interpersonal and group communication skills, as well as intercultural skills. ▪ knowledge of the importance of oral interpretation skills ▪ knowledge of the role that other sign systems (e.g., art, music, drama) play in

	<p>7.3 Analysis and Evaluation of Oral and Media Communications</p> <p>⇒ Analyze the use of rhetorical devices, including rhythm and timing of speech, repetitive patterns, and the use of onomatopoeia (naming something by using a sound associated with it, such as <i>hiss</i> or <i>buzz</i>) for intent and fact.</p> <p>⇒ Identify persuasive and propaganda techniques used in electronic media (<i>television, radio, online sources</i>) and identify false and misleading information.</p>	<p>language growth.</p> <p>Appendix</p> <p><i>Guideline 2: LANGUAGE AND MEDIA</i></p> <ul style="list-style-type: none"> ▪ knowledge, understanding, and critical judgment of a variety of media and technology forms (e.g. environmental print, television, software, video, internet).
	<p>7.4 Speaking Applications</p> <p>⇒ Deliver narrative (story) presentations that:</p> <ul style="list-style-type: none"> • establish a context, plot, and point of view. • include sensory details and specific language to develop the plot and character. • use a range of narrative (story) devices, including dialogue, tension, or suspense. <p>⇒ Deliver informative presentations that:</p> <ul style="list-style-type: none"> • pose relevant questions sufficiently limited in scope to be completely and thoroughly answered. • develop the topic with facts, details, examples, and explanations from multiple authoritative sources, including speakers, periodicals, and online information. <p>⇒ Deliver oral responses to literature that:</p> <ul style="list-style-type: none"> • develop an interpretation that shows careful reading, understanding, and insight. • organize the presentation around several clear ideas, premises, or images. • develop and justify the interpretation through the use of examples from the text. <p>⇒ Deliver persuasive presentations that:</p> <ul style="list-style-type: none"> • provide a clear statement of the position. 	<p>Appendix</p> <p><i>Guideline 2: SPEAKING, LISTENING, AND NONVERBAL</i></p> <ul style="list-style-type: none"> ▪ knowledge of skills associated with public address and debate as well as speaking for a variety of purposes ▪ knowledge of the importance of critical and aesthetic listening ▪ knowledge of the importance of interpersonal and group communication skills, as well as intercultural skills. ▪ knowledge of the importance of oral interpretation skills ▪ knowledge of the role that other sign systems (e.g., art, music, drama) play in language growth. <p><i>Guideline 2: INTEGRATION OF ENGLISH/LANGUAGE ARTS</i> (reading, writing, speaking, listening, and thinking)</p> <ul style="list-style-type: none"> ▪ in creating and interpreting texts

	<ul style="list-style-type: none"> • include relevant evidence. • offer a logical sequence of information. • engage the listener and try to gain acceptance of the proposition or proposal. <p>⇒ Deliver presentations on problems and solutions that:</p> <ul style="list-style-type: none"> • theorize on the causes and effects of each problem. • establish connections between the defined problem and at least one solution. • offer persuasive evidence to support the definition of the problem and the proposed solutions. 	<p>(oral, written, visual, enacted) and the use of themes for this integration, especially as this fits the EAG curriculum and instruction standards</p>
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STANDARDS OVERVIEW ACTIVITY: What Indiana’s students & teachers need to know and be able to do in ELA.

	7 th Grade Student Standard	Teacher Preparation Standard Teacher Recommendation #1 or #2- Content Background Areas A-E Indicators
<u>Standard 1. READING: Word Recognition, Fluency, and Vocabulary Development</u>	1.1 Vocabulary and Concept Development ⇒ Identify and understand idioms and comparisons, such as analogies, metaphors, and similes, in prose and poetry. • Idioms: expressions that cannot be understood just by knowing the meanings of the words in the expression, such as <i>to be an old hand at something</i> or <i>to get one’s feet wet</i> . • Analogies: comparisons of the similar aspects of two different things. • Metaphors: implied comparisons, such as <i>The stars were brilliant diamonds in the night sky</i> . • Similes: comparisons that use like or as, such as <i>The stars were like a million diamonds in the sky</i> . ⇒ Use knowledge of Greek, Latin, and Anglo-Saxon roots and word parts to understand subject-area vocabulary (science, social studies, and mathematics). ⇒ Clarify word meanings through the use of definition, example, restatement, or through the use of contrast stated in text.	The Early Adolescence English/language arts teacher’s content background should include: Appendix Guideline 2: LITERATURE AND READING: <ul style="list-style-type: none"> ▪ reading and understanding a wide variety of literature and literacy devices/strategies across the genres of poetry, novels, short stories, drama, biography, autobiography, essays and other non-fiction types of works including technical and informational texts. ▪ reading and understanding of a wide variety of literature by diverse and international authors and authors of both genders ▪ reading and understanding of a wide diversity of literature selections and authors ▪ knowledge and understanding of theories of reading and of the reading process and how these English/language arts relate to all effective reading strategies, as well as how reading is used as a tool of inquiry. Guideline 2: LANGUAGE AND MEDIA <ul style="list-style-type: none"> ▪ knowledge and understanding of language theory including the language acquisition process, the language development process, the history of the English language, the changing nature of language, its different and variant forms, and language
<u>Standard 2. READING: Reading Comprehension (Focus on Informational Materials)</u>	2.1 Structural Features of Informational and Technical Materials ⇒ Understand and analyze the differences in structure and purpose between various categories of informational materials (such as textbooks,	Appendix Guideline 2: LITERATURE AND READING: <ul style="list-style-type: none"> ▪ reading and understanding a wide variety of literature and literacy devices/strategies across the genres of poetry, novels, short stories, drama

	<p>newspapers, and instructional or technical manuals). ⇒ Locate information by using a variety of consumer and public documents. ⇒ Analyze text that uses the cause-and-effect organizational pattern.</p>	<p>biography, autobiography, essays and other non-fiction types of works including technical and informational tests.</p> <ul style="list-style-type: none"> ▪ knowledge and understanding of theories of reading and of the reading process and how these English/language arte relate to all effective reading strategies, as well as how reading is used as a tool of inquiry. <p><i>Guideline 2: LANGUAGE AND MEDIA</i></p> <ul style="list-style-type: none"> ▪ knowledge and understanding of a variety of media and technology forms (environmental print, television, software, video, internet).
	<p>2.2 Comprehension and Analysis of Grade-Level-Appropriate Text ⇒ Identify and trace the development of an author's argument, point of view, or perspective in text. ⇒ Understand and explain the use of a simple mechanical device by following directions in a technical manual.</p>	<p>Appendix <i>Guideline 2: LITERATURE AND READING:</i></p> <ul style="list-style-type: none"> ▪ reading and understanding a wide variety of literature and literacy devices/strategies across the genres of poetry, novels, short stories, drama biography, autobiography, essays and other non-fiction types of works including technical and informational tests. ▪ knowledge and understanding of theories of reading and of the reading process and how these English/language arte relate to all effective reading strategies, as well as how reading is used as a tool of inquiry. <p><i>Guideline 2: LANGUAGE AND MEDIA</i></p> <ul style="list-style-type: none"> ▪ knowledge, understanding, and critical judgment of a variety of media and technology forms (e.g. environmental print, television, software, video, internet).
	<p>2.3 Expository (Informational) Critique ⇒ Assess the adequacy, accuracy, and appropriateness of the author's evidence to support claims and assertions, noting instances of bias and stereotyping.</p>	<p>Appendix <i>Guideline 2: LITERATURE AND READING:</i></p> <ul style="list-style-type: none"> ▪ reading and understanding a wide variety of literature and literacy devices/strategies across the genres of poetry, novels, short stories, drama

		<p>biography, autobiography, essays and other non-fiction types of works including technical and informational tests.</p> <p><i>Guideline 2: LANGUAGE AND MEDIA</i></p> <ul style="list-style-type: none"> ▪ knowledge and understanding of language theory including the language acquisition process, the language development process, the history of the English language, the changing nature of language, its different and variant forms, and language
<p>Standard 3. <u>READING: Literary Response and Analysis</u></p>	<p>3.1 Structural Features of Literature ⇒ Discuss the purposes and characteristics of different forms of written text, such as the short story, the novel, the novella, and the essay.</p>	<p>Appendix <i>Guideline 2: LITERATURE AND READING:</i></p> <ul style="list-style-type: none"> ▪ reading and understanding a wide variety of literature and literacy devices/strategies across the genres of poetry, novels, short stories, drama biography, autobiography, essays and other non-fiction types of works including technical and informational tests. ▪ reading and understanding of a wide variety of literature by diverse and international authors and authors of both genders ▪ reading and understanding of a wide diversity of young adult literature selections and authors ▪ knowledge and understanding of theories of reading and of the reading process and how these English/language arts relate to all effective reading strategies, as well as how reading is used as a tool of inquiry.
	<p>3.2 Narrative Analysis of Grade-Level-Appropriate Text ⇒ Identify events that advance the plot and determine how each event explains past or present action or foreshadows (provides clues to) future action. ⇒ Analyze characterization as shown through a</p>	<p>Appendix <i>Guideline 2: LITERATURE AND READING:</i></p> <ul style="list-style-type: none"> ▪ reading and understanding a wide variety of literature and literacy devices/strategies across the genres of poetry, novels, short stories, drama biography, autobiography, essays and other non-fiction types of works including

	<p>character's thoughts, words, speech patterns, and actions; the narrator's description; and the thoughts, words, and actions of other characters.</p> <p>⇒ Identify and analyze themes, such as bravery, loyalty, friendship, and loneliness, which appear in many different works.</p> <p>⇒ Contrast points of view, such as first person, third person, limited and omniscient, and subjective and objective, in narrative text and explain how they affect the overall theme of the work.</p> <ul style="list-style-type: none"> • First person: the narrator tells the story from the "I" perspective. • Third person: the narrator tells the story from an outside perspective. • Limited narration: the narrator does not know all thoughts of all characters. • Omniscient narration: the narrator does not know all thoughts of all characters. • Subjective: the point of view involves a personal perspective. • Objective: the point of view is from a distanced, informational perspective, as in a news report. 	<p>technical and informational tests.</p> <ul style="list-style-type: none"> ▪ reading and understanding of a wide variety of literature by diverse and international authors and authors of both genders ▪ reading and understanding of a wide diversity of literature selections and authors ▪ knowledge and understanding of theories of reading and of the reading process and how these English/language arts relate to all effective reading strategies, as well as how reading is used as a tool of inquiry.
	<p>3.3 Literary Criticism</p> <p>⇒ Compare reviews of literary works and determine what influenced the reviewer.</p>	<p>Appendix</p> <p>Guideline 2: LITERATURE AND READING:</p> <ul style="list-style-type: none"> ▪ reading and understanding a wide variety of literature and literacy devices/strategies across the genres of poetry, novels, short stories, drama, biography, autobiography, essays and other non-fiction types of works including technical and informational tests. ▪ reading and understanding of a wide variety of literature by diverse and international authors and authors of both genders ▪ reading and understanding of a wide diversity of literature selections and authors ▪ knowledge and understanding of theories of

		reading and of the reading process and how these English/language arts relate to all effective reading strategies, as well as how reading is used as a tool of inquiry.
Standard 4. WRITING: Writing Process	4.1 Organization and Focus ⇒ Discuss ideas for writing, keep a list or notebook of ideas, and use graphic organizers to plan writing. ⇒ Create an organizational structure that balances all aspects of the composition and uses effective transitions between sentences to unify important ideas. ⇒ Support all statements and claims with anecdotes (first-person accounts), descriptions, facts, and statistics, and specific examples. ⇒ Use strategies of note-taking, outlining, and summarizing to impose structure on composition drafts.	<p style="text-align: center;">Appendix</p> <p><i>Guideline 2: WRITING</i></p> <ul style="list-style-type: none"> ▪ knowledge and understanding of theories of writing and of the writing process and how these English/language arts relate to currently accepted writing strategies ▪ knowledge and understanding of the writing process as a tool of inquiry, research, and self-expression. <p><i>Guideline 2: LANGUAGE AND MEDIA</i></p> <ul style="list-style-type: none"> ▪ knowledge and understanding of language theory including the language acquisition process, the language development process, the history of the English language, the changing nature of language, its different and variant forms, and language appropriateness in different contexts ▪ knowledge and understanding of accepted rules of grammar, mechanics, spelling, syntax, and usage
	4.2 Research and Technology ⇒ Identify topics; ask and evaluate questions; and develop ideas leading to inquiry, investigation, and research. ⇒ Give credit for both quoted and paraphrased information in a bibliography by using a consistent format for citations. ⇒ Use a computer to create documents by using word-processing skills and publishing programs; develop	<p style="text-align: center;">Appendix</p> <p><i>Guideline 2: WRITING</i></p> <ul style="list-style-type: none"> ▪ knowledge and understanding of theories of writing and of the writing process and how these English/language arts relate to currently accepted writing strategies ▪ knowledge and understanding of the writing process as a tool of inquiry, research, and self-expression. <p><i>Guideline 2: LANGUAGE AND MEDIA</i></p>

	<p>simple databases and spreadsheets to manage information and prepare reports.</p>	<ul style="list-style-type: none"> ▪ knowledge and understanding of language theory including the language acquisition process, the language development process, the history of the English language, the changing nature of language, its different and variant forms, and language appropriateness in different contexts ▪ knowledge and understanding of accepted rules of grammar, mechanics, spelling, syntax, and usage ▪ knowledge, understanding, and critical judgment of a variety of media and technology forms (e.g. environmental print, television, software, video, internet).
	<p>4.3 Evaluation and Revision ⇒ Review, evaluate, and revise writing for meaning and clarity. ⇒ Edit and proofread one's own writing, as well as that of others, using an editing checklist or set of rules, with specific examples of corrections of frequent errors. ⇒ Revise writing to improve organization and word choice after checking the logic of the ideas and the precision of the vocabulary.</p>	<p style="text-align: center;">Appendix</p> <p>Guideline 2: LANGUAGE AND MEDIA</p> <ul style="list-style-type: none"> ▪ knowledge and understanding of language theory, including the language acquisition and language development processes, the history of the English language, and the changing nature of language and its different and variant forms (dialect), and the contexts for language appropriateness (sociocultural basis of language) ▪ knowledge and understanding of accepted rules of grammar, spelling, syntax and usage ▪ knowledge, understanding, and critical judgment of a variety of media and technology forms (e.g. environmental print, television, software, video, internet). <p>Guideline 2: WRITING</p> <ul style="list-style-type: none"> ▪ knowledge and understanding of theories of writing and of the writing process and how these English/language arts relate to currently accepted writing strategies

		<ul style="list-style-type: none"> ▪ knowledge and understanding of the writing process as a tool of inquiry, research, and self-expression.
<u>Standard 5. WRITING: Writing Applications</u>	5.1 Different Types of Writing and Their Characteristics ⇒ Write biographical or autobiographical narratives (stories) that: <ul style="list-style-type: none"> • develop a standard plot line, including beginning, conflict, rising action, climax, and denouement (resolution) and point of view. • develop complex major and minor characters and a definite setting. • use a range of appropriate strategies, such as dialogue; suspense; and the naming of specific narrative action, including movement, gestures, and expressions. ⇒ Write responses to literature that: <ul style="list-style-type: none"> • develop interpretations that show careful reading, understanding, and insight. • organize interpretations around several clear ideas, premises, or images from the literary work. • justify interpretations through sustained use of examples and evidence from the text. ⇒ Write research reports that: <ul style="list-style-type: none"> • pose relevant and focused questions about the topic. • communicate clear and accurate perspectives on the subject. • include evidence and supporting details compiled through the formal research process, including use of a card catalog, <i>Reader's Guide to Periodical Literature</i>, a computer catalog, magazines, newspapers, dictionaries, and other reference books. • document sources with reference notes and a 	<p style="text-align: center;">Appendix</p> <p>Guideline 2: LANGUAGE AND MEDIA</p> <ul style="list-style-type: none"> ▪ knowledge and understanding of language theory, including the language acquisition and language development processes, the history of the English language, and the changing nature of language and its different and variant forms (dialect), and the contexts for language appropriateness (sociocultural basis of language) ▪ knowledge and understanding of accepted rules of grammar, spelling, syntax and usage ▪ knowledge, understanding, and critical judgment of a variety of media and technology forms (e.g. environmental print, television, software, video, internet). <p>Guideline 2: WRITING</p> <ul style="list-style-type: none"> ▪ knowledge and understanding of theories of writing and of the writing process and how these English/language arts relate to currently accepted writing strategies ▪ knowledge and understanding of the writing process as a tool of inquiry, research, and self-expression. <p>Guideline 2: LITERATURE AND READING:</p> <ul style="list-style-type: none"> ▪ reading and understanding a wide variety of literature and literacy devices/strategies across the genres of poetry, novels, short stories, drama biography, autobiography, essays and other non-fiction types of works including technical and informational texts.

	<p>bibliography.</p> <p>⇒ Write persuasive compositions that:</p> <ul style="list-style-type: none"> • state a clear position or perspective in support of a proposition or proposal. • describe the points in support of the proposition , employing well-articulated evidence and effective emotional appeals. • anticipate and address reader concerns and counter-arguments. <p>⇒ Write summaries of reading materials that:</p> <ul style="list-style-type: none"> • include the main ideas and most significant details. • use the student’s own words, except for quotations. <p>⇒ Use varied word choices to make writing interesting and more precise.</p> <p>⇒ Write for different purposes and to a specific audience or person, adjusting style and tone as necessary.</p>	<ul style="list-style-type: none"> ▪ knowledge and understanding of theories of reading and of the reading process and how these English/language arts relate to all effective reading strategies, as well as how reading is used as a tool of inquiry. <p>Guideline 2: INTEGRATION OF ENGLISH/LANGUAGE ARTS (reading, writing, speaking, listening, and thinking)</p> <ul style="list-style-type: none"> ▪ in creating and interpreting texts (oral, written, visual, enacted) and the use of themes for this integration, especially as this fits the EAG curriculum and instruction standards
<p>Standard 6. WRITING: Written English <u>Language Conventions</u></p>	<p>6.1 Sentence Structure</p> <p>⇒ Properly place modifiers (words or phrases that describe, limit, or qualify another word) and use the active voice (sentences in which the subject is doing the action) when wishing to convey a livelier effect.</p> <ul style="list-style-type: none"> • Clear: <i>She left the book, which she bought at the bookstore, on the table.</i> • Unclear: <i>She left the book on the table, which she bought at the bookstore.</i> • Active voice: <i>The man called the dog.</i> • Passive voice: <i>The dog was called by the man.</i> 	<p style="text-align: center;">Appendix</p> <p>Guideline 2: LANGUAGE AND MEDIA</p> <ul style="list-style-type: none"> ▪ knowledge and understanding of language theory, including the language acquisition and language development processes, the history of the English language, and the changing nature of language and its different and variant forms (dialect), and the contexts for language appropriateness (sociocultural basis of language) ▪ knowledge and understanding of accepted rules of grammar, spelling, syntax and usage
	<p>6.2 Grammar</p> <p>⇒ Identify and use infinitives (the word to be followed by the base form of a verb, such as <i>to understand</i> or <i>to learn</i>) and participles (made by adding <i>-ing</i>, <i>-d</i>, <i>-en</i>, or <i>-t</i> to the base form of the verb, such as <i>dreaming</i>, <i>chosen</i>, <i>built</i>, and <i>grown</i>).</p>	<p style="text-align: center;">Appendix</p> <p>Guideline 2: LANGUAGE AND MEDIA</p> <ul style="list-style-type: none"> ▪ knowledge and understanding of language theory, including the language acquisition and language development processes, the history of the English language, and the

	<p>⇒ Make clear references between pronouns and antecedents by placing the pronoun where it shows to what word it refers:</p> <ul style="list-style-type: none"> • Clear: <i>Chris said to Jacob, “ You will become a great musician.”</i> • Confusing: <i>Chris told Jacob he would become a great musician.</i> <p>⇒ Identify all parts of speech (verbs, nouns, pronouns, adjectives, adverbs, prepositions, conjunctions, and interjections) and types and structure of sentences.</p> <p>⇒ Demonstrate appropriate English usage (such as pronoun reference).</p>	<p>changing nature of language and its different and variant forms (dialect), and the contexts for language appropriateness (sociocultural basis of language)</p> <ul style="list-style-type: none"> ▪ knowledge and understanding of accepted rules of grammar, spelling, syntax and usage
	<p>6.3 Punctuation</p> <p>⇒ Identify and correctly use hyphens (-), dashes (--), brackets ([]), and semicolons (;).</p> <p>⇒ Demonstrate the correct use of quotation marks and the use of commas with subordinate clauses.</p>	<p>Appendix</p> <p>Guideline 2: LANGUAGE AND MEDIA</p> <ul style="list-style-type: none"> ▪ knowledge and understanding of language theory, including the language acquisition and language development processes, the history of the English language, and the changing nature of language and its different and variant forms (dialect), and the contexts for language appropriateness (sociocultural basis of language) ▪ knowledge and understanding of accepted rules of grammar, spelling, syntax and usage
	<p>6.4 Capitalization</p> <p>⇒ Use correct capitalization.</p>	<p>Appendix</p> <p>Guideline 2: LANGUAGE AND MEDIA</p> <ul style="list-style-type: none"> ▪ knowledge and understanding of language theory, including the language acquisition and language development processes, the history of the English language, and the changing nature of language and its different and variant forms (dialect), and the contexts for language appropriateness (sociocultural basis of language) ▪ knowledge and understanding of accepted

		rules of grammar, spelling, syntax and usage
	6.5 Spelling ⇒ Spell correctly derivatives (words that come from a common base or root word) by applying the spellings of bases and affixes (prefixes and suffixes).	Appendix Guideline 2: LANGUAGE AND MEDIA <ul style="list-style-type: none"> ▪ knowledge and understanding of language theory, including the language acquisition and language development processes, the history of the English language, and the changing nature of language and its different and variant forms (dialect), and the contexts for language appropriateness (sociocultural basis of language) ▪ knowledge and understanding of accepted rules of grammar, spelling, syntax and usage
Standard 7. LISTENING AND SPEAKING: <u>Listening and Speaking Skills, Strategies, and Applications</u>	7.1 Comprehension ⇒ Ask questions to elicit information, including evidence to support the speaker's claims and conclusions. ⇒ Determine the speaker's attitude toward the subject.	Appendix Guideline 2: SPEAKING, LISTENING, AND NONVERBAL <ul style="list-style-type: none"> ▪ knowledge of skills associated with public address and debate as well as speaking for a variety of purposes ▪ knowledge of the importance of critical and aesthetic listening ▪ knowledge of the importance of interpersonal and group communication skills, as well as intercultural skills. ▪ knowledge of the importance of oral interpretation skills
	7.2 Organizations and Delivery of Oral Communication ⇒ Organize information to achieve particular purposes and to appeal to the background and interests of the audience.	Appendix Guideline 2: SPEAKING, LISTENING, AND NONVERBAL

	<p>⇒ Arrange supporting details, reasons, descriptions, and examples effectively.</p> <p>⇒ Use speaking techniques, including adjustments of tone, volume, and timing of speech, enunciation (clear speech), and eye contact, for effective presentations.</p>	<ul style="list-style-type: none"> ▪ knowledge of skills associated with public address and debate as well as speaking for a variety of purposes ▪ knowledge of the importance of critical and aesthetic listening ▪ knowledge of the importance of interpersonal and group communication skills, as well as intercultural skills. ▪ knowledge of the importance of oral interpretation skills
	<p>7.3 Analysis and Evaluation of Oral and Media Communications</p> <p>⇒ Provide helpful feedback to speakers concerning the coherence and logic of a speech's content and delivery and its overall impact upon the listener.</p> <p>⇒ Analyze the effect on the viewer of images, text, and sound in electronic journalism; identify the techniques used to achieve the effects.</p>	<p style="text-align: center;">Appendix</p> <p>Guideline 2: SPEAKING, LISTENING, AND NONVERBAL</p> <ul style="list-style-type: none"> ▪ knowledge of skills associated with public address and debate as well as speaking for a variety of purposes ▪ knowledge of the importance of critical and aesthetic listening ▪ knowledge of the importance of interpersonal and group communication skills, as well as intercultural skills. ▪ knowledge of the importance of oral interpretation skills
	<p>7.4 Speaking Applications</p> <p>⇒ Deliver narrative (story) presentations that:</p> <ul style="list-style-type: none"> • establish a context, standard plot line (with a beginning, conflict, rising action, climax, and resolutions of the conflict), and point of view. • describe major and minor characters and a definite setting. 	<p style="text-align: center;">Appendix</p> <p>Guideline 2: SPEAKING, LISTENING, AND NONVERBAL</p> <ul style="list-style-type: none"> ▪ knowledge of skills associated with public address and debate as well as speaking for a variety of purposes

	<ul style="list-style-type: none"> • use a range of appropriate strategies to make the story engaging to the audience, including using dialogue and suspense and showing narrative action with movement, gestures, and expressions. <p>⇒ Deliver oral summaries of articles and books that:</p> <ul style="list-style-type: none"> • include the main ideas and the most significant details. • state ideas in own words, except for when quoted directly from sources. • demonstrate a complete understanding of sources, not just superficial details. <p>⇒ Deliver research presentations that:</p> <ul style="list-style-type: none"> • pose relevant and concise questions about the topic. • provide accurate information on the topic. • include evidence generated through the formal research process including the use of a card catalog, <i>Reader's Guide to Periodical Literature</i>, computer databases, magazines, newspapers, and dictionaries. • cite reference sources appropriately. <p>⇒ Deliver persuasive presentations that:</p> <ul style="list-style-type: none"> • state a clear position in support of an argument or proposal. • describe the points in support of the proposal and include supporting evidence. 	<ul style="list-style-type: none"> ▪ knowledge of the importance of critical and aesthetic listening ▪ knowledge of the importance of interpersonal and group communication skills, as well as intercultural skills. ▪ knowledge of the importance of oral interpretation skills ▪ knowledge of the role that other sign systems (e.g., art, music, drama) play in language growth. <p>Guideline 2: LANGUAGE AND MEDIA</p> <ul style="list-style-type: none"> ▪ knowledge and understanding of language theory, including the language acquisition and language development processes, the history of the English language, and the changing nature of language and its different and variant forms (dialect), and the contexts for language appropriateness (sociocultural basis of language) ▪ knowledge and understanding of accepted rules of grammar, spelling, syntax and usage ▪ knowledge, understanding, and critical judgment of a variety of media and technology forms (e.g. environmental print, television, software, video, internet). <p>Guideline 2: INTEGRATION OF ENGLISH/LANGUAGE ARTS (reading, writing, speaking, listening, and thinking)</p> <ul style="list-style-type: none"> ▪ in creating and interpreting texts (oral, written, visual, enacted) and the use of themes for this integration, especially as this fits the EAG curriculum and instruction standards
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STANDARDS OVERVIEW ACTIVITY: What Indiana's students & teachers need to know and be able to do in ELA.

8 th Grade Student Standard		Teacher Preparation Standard
		Teacher Recommendation #1 or #2- Content Background Areas A-E Indicators
<u>Standard 1. READING: Word Recognition, Fluency, and Vocabulary Development</u>	1.1 Vocabulary and Concept Development ⇒ Analyze idioms and comparisons, such as analogies, metaphors, and similes, to infer the literal and figurative meanings of phrases: • Idioms: expressions that cannot be understood just by knowing the meanings of the words in the expression, such as <i>to be an old hand at something</i> or <i>to get one's feet wet</i> . • Analogies: comparisons of the similar aspects of two different things. • Metaphors: implied comparisons, such as <i>The stars were brilliant diamonds in the night sky</i> . • Similes: comparisons that use like or as, such as <i>The stars were like a million diamonds in the sky</i> . ⇒ Understand the influence of historical events on English word meaning and vocabulary expansion. ⇒ Verify the meaning of a word in its context, even when its meaning is not directly stated, through the use of definition, restatement, example, comparison, or contrast.	The Early Adolescence English/language arts teacher's content background should include: Appendix Guideline 2: LITERATURE AND READING: <ul style="list-style-type: none"> reading and understanding a wide variety of literature and literacy devices/strategies across the genres of poetry, novels, short stories, drama, biography, autobiography, essays and other non-fiction types of works including technical and informational texts. reading and understanding of a wide variety of literature by diverse and international authors and authors of both genders reading and understanding of a wide diversity of literature selections and authors knowledge and understanding of theories of reading and of the reading process and how these English/language arts relate to all effective reading strategies, as well as how reading is used as a tool of inquiry. Guideline 2: LANGUAGE AND MEDIA <ul style="list-style-type: none"> knowledge and understanding of language theory including the language acquisition process, the language development process, the history of the English language, the changing nature of language, its different and variant forms, and language
<u>Standard 2. READING: Reading Comprehension (Focus on Informational Materials)</u>	2.1 Structural Features of Informational and Technical Materials ⇒ Compare and contrast the features and elements of consumer materials to gain meaning from documents.	Appendix Guideline 2: LITERATURE AND READING: <ul style="list-style-type: none"> reading and understanding a wide variety of literature and literacy devices/strategies across the genres of poetry, novels, short stories, drama,

	<p>⇒ Analyze text that uses proposition (statement of argument) and support patterns.</p>	<p>biography, autobiography, essays and other non-fiction types of works including technical and informational tests.</p> <ul style="list-style-type: none"> ▪ knowledge and understanding of theories of reading and of the reading process and how these English/language arte relate to all effective reading strategies, as well as how reading is used as a tool of inquiry. <p><i>Guideline 2: LANGUAGE AND MEDIA</i></p> <ul style="list-style-type: none"> ▪ knowledge and understanding of a variety of media and technology forms (environmental print, television, software, video, internet).
	<p>2.2 Comprehension and Analysis of Grade-Level-Appropriate Text</p> <p>⇒ Find similarities and differences between texts in the treatment, amount of coverage, or organization of ideas.</p> <p>⇒ Compare the original text to a summary to determine whether the summary accurately describes the main ideas, includes important details, and conveys the underlying meaning.</p> <p>⇒ Use information from a variety of consumer and public documents to explain a situation or decision and to solve a problem.</p>	<p>Appendix</p> <p><i>Guideline 2: LITERATURE AND READING:</i></p> <ul style="list-style-type: none"> ▪ reading and understanding a wide variety of literature and literacy devices/strategies across the genres of poetry, novels, short stories, drama, biography, autobiography, essays and other non-fiction types of works including technical and informational tests. ▪ knowledge and understanding of theories of reading and of the reading process and how these English/language arte relate to all effective reading strategies, as well as how reading is used as a tool of inquiry. <p><i>Guideline 2: LANGUAGE AND MEDIA</i></p> <ul style="list-style-type: none"> ▪ knowledge and understanding of a variety of media and technology forms (environmental print, television, software, video, internet).
	<p>2.3 Expository (Informational) Critique</p> <p>⇒ Evaluate the logic, internal consistency, and structural patterns of text.</p>	<p>Appendix</p> <p><i>Guideline 2: LITERATURE AND READING:</i></p> <ul style="list-style-type: none"> ▪ reading and understanding a wide variety of literature and literacy devices/strategies across the genres of poetry, novels, short stories, drama, biography, autobiography, essays and other

		<p>non-fiction types of works including technical and informational tests.</p> <ul style="list-style-type: none"> ▪ knowledge and understanding of theories of reading and of the reading process and how these English/language arts relate to all effective reading strategies, as well as how reading is used as a tool of inquiry. <p><i>Guideline 2: LANGUAGE AND MEDIA</i></p> <ul style="list-style-type: none"> ▪ knowledge and understanding of a variety of media and technology forms (environmental print, television, software, video, internet).
<p>Standard 3. READING: Literary Response and Analysis</p>	<p>3.1 Structural Features of Literature</p> <p>⇒ Determine and articulate the relationship between the purposes and characteristics of different forms of poetry (including ballads, lyrics, couplets, epics, elegies, odes, and sonnets).</p> <ul style="list-style-type: none"> • Ballad: a poem that tells a story • Lyric: words set to music • Epic: a long poem that describes heroic deeds or adventures • Elegy: a mournful poem for the dead • Ode: a poem of praise • Sonnet: a rhymed poem of 14 lines 	<p>Appendix</p> <p><i>Guideline 2: LITERATURE AND READING:</i></p> <ul style="list-style-type: none"> ▪ reading and understanding a wide variety of literature and literacy devices/strategies across the genres of poetry, novels, short stories, drama, biography, autobiography, essays and other non-fiction types of works including technical and informational tests. ▪ reading and understanding of a wide variety of literature by diverse and international authors and authors of both genders ▪ reading and understanding of a wide diversity of young adult literature selections and authors ▪ knowledge and understanding of theories of reading and of the reading process and how these English/language arts relate to all effective reading strategies, as well as how reading is used as a tool of inquiry.
	<p>3.2 Narrative Analysis of Grade-Level-Appropriate Text</p> <p>⇒ Evaluate the structural elements of the plot, such as subplots, parallel episodes, and climax; the plot's development; and the way in which conflicts are</p>	<p>Appendix</p> <p><i>Guideline 2: LITERATURE AND READING:</i></p> <ul style="list-style-type: none"> ▪ reading and understanding a wide variety of literature and literacy devices/strategies across the genres of poetry, novels, short stories, drama,

	<p>(or are not) addressed and resolved. ⇒ Compare and contrast the motivations and reactions of literary characters from different historical eras confronting either similar situations and conflicts or similar hypothetical situations. ⇒ Analyze the importance of the setting to the mood, tone, and meaning of the text. ⇒ Identify and analyze recurring themes (such as good versus evil) that appear frequently across traditional and contemporary works. ⇒ Identify significant literary devices, such as metaphor, symbolism, dialect or quotations, and irony, which define a writer's style and use those elements to interpret the work.</p> <ul style="list-style-type: none"> • Metaphor: an implied comparison in which a word or phrase is used in place of another, such as <i>He was drowning in money</i>. • Symbolism: the use of an object to represent something else; for example, a dove might symbolize peace. • Dialect: the vocabulary, grammar, and pronunciation used by people in different regions. • Irony: the use of words to express the opposite of the literal meaning of the words, often to be humorous. 	<p>biography, autobiography, essays and other non-fiction types of works including technical and informational tests.</p> <ul style="list-style-type: none"> ▪ reading and understanding of a wide variety of literature by diverse and international authors and authors of both genders ▪ reading and understanding of a wide diversity of young adult literature selections and authors ▪ knowledge and understanding of theories of reading and of the reading process and how these English/language arts relate to all effective reading strategies, as well as how reading is used as a tool of inquiry. <p>Guideline 2: LANGUAGE AND MEDIA</p> <ul style="list-style-type: none"> ▪ knowledge and understanding of language theory, including the language acquisition and language development processes, the history of the English language, and the changing nature of language and its different and variant forms (dialect), and the contexts for language appropriateness (sociocultural basis of language) ▪ knowledge and understanding of accepted rules of grammar, spelling, syntax and usage
	<p>3.3 Literary Criticism ⇒ Analyze a work of literature, showing how it reflects the heritage, traditions, attitudes, and beliefs of its author.</p>	<p>Appendix Guideline 2: LITERATURE AND READING:</p> <ul style="list-style-type: none"> ▪ reading and understanding a wide variety of literature and literacy devices/strategies across the genres of poetry, novels, short stories, drama, biography, autobiography, essays and other non-fiction types of works including technical and informational tests. ▪ reading and understanding of a wide variety of literature by diverse and international authors and authors of both genders

		<ul style="list-style-type: none"> ▪ reading and understanding of a wide diversity of young adult literature selections and authors ▪ knowledge and understanding of theories of reading and of the reading process and how these English/language arts relate to all effective reading strategies, as well as how reading is used as a tool of inquiry.
Standard 4. WRITING: Writing Process	4.1 Organization and Focus ⇒ Discuss ideas for writing, keep a list or notebook of ideas, and use graphic organizers to plan writing. ⇒ Create compositions that have a clear message, a coherent thesis (a statement of position on the topic), and end with a clear and well-supported conclusion. ⇒ Support theses or conclusions with analogies (comparisons), paraphrases, quotations, opinions from experts, and similar devices.	<p style="text-align: center;">Appendix</p> <p><i>Guideline 2: WRITING</i></p> <ul style="list-style-type: none"> ▪ knowledge and understanding of theories of writing and of the writing process and how these English/language arts relate to currently accepted writing strategies ▪ knowledge and understanding of the writing process as a tool of inquiry, research, and self-expression. <p><i>Guideline 2: LANGUAGE AND MEDIA</i></p> <ul style="list-style-type: none"> ▪ knowledge and understanding of language theory including the language acquisition process, the language development process, the history of the English language, the changing nature of language, its different and variant forms, and language appropriateness in different contexts ▪ knowledge and understanding of accepted rules of grammar, mechanics, spelling, syntax, and usage ▪ knowledge and understanding of a variety of media and technology forms (environmental print, television, software, video, internet).
	4.2 Research and Technology ⇒ Plan and conduct multiple-step information searches by using computer networks. ⇒ Achieve an effective balance between researched information and original ideas.	<p style="text-align: center;">Appendix</p> <p><i>Guideline 2: WRITING</i></p> <ul style="list-style-type: none"> ▪ knowledge and understanding of theories of writing and of the writing process and how these English/language arts relate to currently

	<p>⇒ Use a computer to create documents by using word-processing skills and publishing programs; develop simple databases and spreadsheets to manage information and prepare reports.</p>	<p>accepted writing strategies</p> <ul style="list-style-type: none"> ▪ knowledge and understanding of the writing process as a tool of inquiry, research, and self-expression. <p><i>Guideline 2: LANGUAGE AND MEDIA</i></p> <ul style="list-style-type: none"> ▪ knowledge and understanding of a variety of media and technology forms (environmental print, television, software, video, internet).
	<p>4.3 Evaluation and Revision</p> <p>⇒ Review, evaluate, and revise writing for meaning and clarity.</p> <p>⇒ Edit and proofread one's own writing, as well as that of others, using an editing checklist or set of rules, with specific examples of corrections of frequent errors.</p> <p>⇒ Revise writing for word choice; appropriate organization; consistent point of view; and transitions among paragraphs, passages, and ideas.</p>	<p>Appendix</p> <p><i>Guideline 2: WRITING</i></p> <ul style="list-style-type: none"> ▪ knowledge and understanding of theories of writing and of the writing process and how these English/language arts relate to currently accepted writing strategies ▪ knowledge and understanding of the writing process as a tool of inquiry, research, and self-expression. <p><i>Guideline 2: LANGUAGE AND MEDIA</i></p> <ul style="list-style-type: none"> ▪ knowledge and understanding of language theory including the language acquisition process, the language development process, the history of the English language, the changing nature of language, its different and variant forms, and language appropriateness in different contexts ▪ knowledge and understanding of accepted rules of grammar, mechanics, spelling, syntax, and usage
<p><u>Standard 5. WRITING: Writing Applications</u></p>	<p>5.1 Different Types of Writing and Their Characteristics</p> <p>⇒ Write biographies, autobiographies, and short stories that:</p> <ul style="list-style-type: none"> • tell about an incident, event, or situation by using well-chosen details. 	<p>Appendix</p> <p><i>Guideline 2: LANGUAGE AND MEDIA</i></p> <ul style="list-style-type: none"> ▪ knowledge and understanding of language theory, including the language acquisition and language development processes, the history of the English language, and the changing nature of language and its different

	<ul style="list-style-type: none"> • reveal the significance of, or the writer's attitude about, the subject. • use narrative and descriptive strategies, including relevant dialogue, specific action, physical description, background description, and comparison or contrast of characters. <p>⇒ Write responses to literature that:</p> <ul style="list-style-type: none"> • demonstrate careful reading and insight into interpretations. • connect response to the writer's techniques and to specific textual references. • make supported inferences about the effects of a literary work on its audience. • support judgments through references to the text, other works, other authors, or to personal knowledge. <p>⇒ Write research reports that:</p> <ul style="list-style-type: none"> • define a thesis (a statement of position on the topic) • include important ideas, concepts, and direct quotations from significant information sources, including print reference materials, and the Internet, and paraphrase and summarize all perspectives on the topic, as appropriate. • use a variety of primary and secondary sources and distinguish the nature and value of each. • organize and display information on charts, tables, maps, and graphs. • document sources with reference notes and a bibliography. <p>⇒ Write persuasive compositions that:</p> <ul style="list-style-type: none"> • include a well-defined thesis that makes a clear and knowledgeable appeal. • present detailed evidence, examples, and reasoning to support effective arguments and emotional appeals. • provide details, reasons, and examples, arranging them effectively by anticipating and answering reader concerns and counter-arguments. 	<p>and variant forms (dialect), and the contexts for language appropriateness (sociocultural basis of language)</p> <ul style="list-style-type: none"> ▪ knowledge and understanding of accepted rules of grammar, spelling, syntax and usage ▪ knowledge, understanding, and critical judgment of a variety of media and technology forms (e.g. environmental print, television, software, video, internet). <p><i>Guideline 2: WRITING</i></p> <ul style="list-style-type: none"> ▪ knowledge and understanding of theories of writing and of the writing process and how these English/language arts relate to currently accepted writing strategies ▪ knowledge and understanding of the writing process as a tool of inquiry, research, and self-expression. <p><i>Guideline 2: LITERATURE AND READING:</i></p> <ul style="list-style-type: none"> ▪ reading and understanding a wide variety of literature and literacy devices/strategies across the genres of poetry, novels, short stories, drama, biography, autobiography, essays and other non-fiction types of works including technical and informational texts. ▪ knowledge and understanding of theories of reading and of the reading process and how these English/language arts relate to all effective reading strategies, as well as how reading is used as a tool of inquiry. <p><i>Guideline 2: INTEGRATION OF ENGLISH/LANGUAGE ARTS</i> (reading, writing, speaking, listening, and thinking)</p> <ul style="list-style-type: none"> ▪ in creating and interpreting texts (oral, written, visual, enacted) and the use of themes for this integration,
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	<p>⇒ Write technical documents that:</p> <ul style="list-style-type: none"> • identify the sequence of activities needed to design a system, operate a tool, or explain the bylaws of an organization's constitution or guidelines. • include all the factors and variables that need to be considered. • use formatting techniques, including headings and changing the fonts (typeface) to aid comprehension. <p>⇒ Write using precise word choices to make writing interesting and exact.</p> <p>⇒ Write for different purposes and to a specific audience or person, adjusting tone and style as necessary.</p>	<p>especially as this fits the EAG curriculum and instruction standards</p>
<p><u>Standard 6. WRITING: Written English</u> <u>Language Conventions</u></p>	<p>6.1 Sentence Structure</p> <p>⇒ Use correct and varied sentence types (simple, compound, complex, and compound-complex) and sentence openings to present a lively and effective personal style.</p> <p>⇒ Identify and use parallelism (use consistent elements of grammar when compiling a list) in all writing to present items in a series and items juxtaposed for emphasis.</p> <ul style="list-style-type: none"> • Correct: <i>Students <u>having</u> difficulty and <u>needing</u> help should stay after class.</i> • Incorrect: <i>Students <u>having</u> difficulty and <u>who need</u> <u>help</u> should stay after class.</i> <p>⇒ Use subordination, coordination, noun phrases that function as adjectives (<i>These gestures-acts of friendship-were noticed but not appreciated.</i>) and other devices to indicate clearly the relationship between ideas.</p>	<p>Appendix</p> <p><i>Guideline 2: LANGUAGE AND MEDIA</i></p> <ul style="list-style-type: none"> ▪ knowledge and understanding of language theory, including the language acquisition and language development processes, the history of the English language, and the changing nature of language and its different and variant forms (dialect), and the contexts for language appropriateness (sociocultural basis of language) ▪ knowledge and understanding of accepted rules of grammar, spelling, syntax and usage <p><i>Guideline 2: WRITING</i></p> <ul style="list-style-type: none"> ▪ knowledge and understanding of theories of writing and of the writing process and how these English/language arts relate to currently accepted writing strategies ▪ knowledge and understanding of the writing process as a tool of inquiry, research, and self-expression.

	<p>6.2 Grammar ⇒ Edit written manuscripts to ensure that correct grammar is used.</p>	<p>Appendix <i>Guideline 2: LANGUAGE AND MEDIA</i></p> <ul style="list-style-type: none"> ▪ knowledge and understanding of language theory, including the language acquisition and language development processes, the history of the English language, and the changing nature of language and its different and variant forms (dialect), and the contexts for language appropriateness (sociocultural basis of language) ▪ knowledge and understanding of accepted rules of grammar, spelling, syntax and usage
	<p>6.3 Punctuation ⇒ Use correct punctuation.</p>	<p>Appendix <i>Guideline 2: LANGUAGE AND MEDIA</i></p> <ul style="list-style-type: none"> ▪ knowledge and understanding of language theory, including the language acquisition and language development processes, the history of the English language, and the changing nature of language and its different and variant forms (dialect), and the contexts for language appropriateness (sociocultural basis of language) ▪ knowledge and understanding of accepted rules of grammar, spelling, syntax and usage
	<p>6.4 Capitalization ⇒ Use correct capitalization.</p>	<p>Appendix <i>Guideline 2: LANGUAGE AND MEDIA</i></p> <ul style="list-style-type: none"> ▪ knowledge and understanding of language theory, including the language acquisition and language development processes, the history of the English language, and the changing nature of language and its different and variant forms (dialect), and the contexts for language appropriateness (sociocultural basis of language) ▪ knowledge and understanding of accepted

		rules of grammar, spelling, syntax and usage
	6.5 Spelling ⇒ Use correct spelling conventions.	Appendix Guideline 2: LANGUAGE AND MEDIA <ul style="list-style-type: none"> ▪ knowledge and understanding of language theory, including the language acquisition and language development processes, the history of the English language, and the changing nature of language and its different and variant forms (dialect), and the contexts for language appropriateness (sociocultural basis of language) ▪ knowledge and understanding of accepted rules of grammar, spelling, syntax and usage
Standard 7. LISTENING AND SPEAKING: <u>Listening and Speaking Skills, Strategies, and Applications</u>	7.1 Comprehension ⇒ Paraphrase (restate) a speaker's purpose and point of view and ask questions concerning the speaker's content, delivery, and attitude toward the subject.	Appendix Guideline 2: SPEAKING, LISTENING, AND NONVERBAL <ul style="list-style-type: none"> ▪ knowledge of skills associated with public address and debate as well as speaking for a variety of purposes ▪ knowledge of the importance of critical and aesthetic listening ▪ knowledge of the importance of interpersonal and group communication skills, as well as intercultural skills. ▪ knowledge of the importance of oral interpretation skills
	7.2 Organization and Delivery of Oral Communication ⇒ Match the message, vocabulary, voice modulation (changes in tone), expression, and tone to the audience and purpose.	Appendix Guideline 2: SPEAKING, LISTENING, AND NONVERBAL <ul style="list-style-type: none"> ▪ knowledge of skills associated with public

	<p>⇒ Outline the organization of a speech, including an introduction; transitions, previews, and summaries; a logically developed body; and an effective conclusion.</p> <p>⇒ Use precise language, action verbs, sensory details, appropriate and colorful modifiers (describing words, such as adverbs and adjectives), and the active (<i>I recommend that you write drafts.</i>) rather than the passive voice (<i>The writing of drafts is recommended.</i>) in ways that enliven oral presentations.</p> <p>⇒ Use appropriate grammar, word choice, enunciation (clear speech), and pace (timing) during formal presentations.</p> <p>⇒ Use audience feedback, including both verbal and nonverbal cues, to reconsider and modify the organizational structure and/or to rearrange words and sentences for clarification if meaning.</p>	<p>address and debate as well as speaking for a variety of purposes</p> <ul style="list-style-type: none"> ▪ knowledge of the importance of critical and aesthetic listening ▪ knowledge of the importance of interpersonal and group communication skills, as well as intercultural skills. ▪ knowledge of the importance of oral interpretation skills ▪ knowledge of the role that other sign systems (e.g., art, music, drama) play in language growth. <p>Guideline 2: LANGUAGE AND MEDIA</p> <ul style="list-style-type: none"> ▪ knowledge and understanding of language theory, including the language acquisition and language development processes, the history of the English language, and the changing nature of language and its different and variant forms (dialect), and the contexts for language appropriateness (sociocultural basis of language) ▪ knowledge and understanding of accepted rules of grammar, spelling, syntax and usage
	<p>7.3 Analysis and Evaluation of Oral and Media Communications</p> <p>⇒ Analyze oral interpretations of literature, including language choice and delivery, and the effect of the interpretations on the listener.</p> <p>⇒ Evaluate the credibility of a speaker, including whether the speaker has hidden agendas, or presents slanted or biased material.</p> <p>⇒ Interpret and evaluate the various ways in which visual image makers (such as graphic artists, illustrators, and news photographers) communicate</p>	<p>Appendix</p> <p>Guideline 2: SPEAKING, LISTENING, AND NONVERBAL</p> <ul style="list-style-type: none"> ▪ knowledge of skills associated with public address and debate as well as speaking for a variety of purposes ▪ knowledge of the importance of critical and aesthetic listening ▪ knowledge of the importance of interpersonal and group communication skills, as well as

	information and affect impressions and opinions.	intercultural skills. <ul style="list-style-type: none"> ▪ knowledge of the importance of oral interpretation skills ▪ knowledge of the role that other sign systems (e.g., art, music, drama) play in language growth.
	<p>7.4 Speaking Applications</p> <p>⇒ Deliver narrative (story) presentations, such as biographical or autobiographical information that:</p> <ul style="list-style-type: none"> • relate a clear incident, event, or situation by using well-chosen details. • reveal the significance of the incident, event, or situation. • use narrative and descriptive strategies to support the presentation, including relevant dialogue, specific action, physical description, background description, and comparison or contrast of characters. <p>⇒ Deliver oral responses to literature that:</p> <ul style="list-style-type: none"> • interpret a reading and provide insight. • connect personal responses to the writer's techniques and to specific textual references. • make supported inferences about the effects of a literary work on its audience. • support judgments through references to the text, other works, other authors, or personal knowledge. <p>⇒ Deliver research presentations that:</p> <ul style="list-style-type: none"> • define a thesis (a position on the topic). • research important ideas, concepts, and direct quotations from significant information sources and paraphrase and summarize important perspectives on the topic. • use a variety of research sources and distinguish the nature and value of each. • present information on charts, maps, and graphs. 	<p style="text-align: center;">Appendix</p> <p>Guideline 2: SPEAKING, LISTENING, AND NONVERBAL</p> <ul style="list-style-type: none"> ▪ knowledge of skills associated with public address and debate as well as speaking for a variety of purposes ▪ knowledge of the importance of critical and aesthetic listening ▪ knowledge of the importance of interpersonal and group communication skills, as well as intercultural skills. ▪ knowledge of the importance of oral interpretation skills ▪ knowledge of the role that other sign systems (e.g., art, music, drama) play in language growth. <p>Guideline 2: LANGUAGE AND MEDIA</p> <ul style="list-style-type: none"> ▪ knowledge and understanding of language theory, including the language acquisition and language development processes, the history of the English language, and the changing nature of language and its different and variant forms (dialect), and the contexts for language appropriateness (sociocultural basis of language) ▪ knowledge and understanding of accepted rules of grammar, spelling, syntax and usage

	<p>⇒ Deliver persuasive presentations that:</p> <ul style="list-style-type: none"> • include a well-defined thesis (position on the topic). • differentiate fact from opinion and support arguments with detailed evidence, examples, reasoning, and persuasive language. • anticipate and effectively answer listener concerns and counter-arguments through the inclusion and arrangement of details, reasons, examples, and other elements. • maintain a reasonable tone. <p>⇒ Recite poems (of four to six stanzas), sections of speeches, or dramatic soliloquies (sections of plays in which characters speak out loud to themselves) using voice modulation, tone, and gestures expressively to enhance the meaning.</p>	<ul style="list-style-type: none"> ▪ knowledge, understanding, and critical judgment of a variety of media and technology forms (e.g. environmental print, television, software, video, internet). <p>Guideline 2: INTEGRATION OF ENGLISH/LANGUAGE ARTS (reading, writing, speaking, listening, and thinking)</p> <ul style="list-style-type: none"> ▪ in creating and interpreting texts (oral, written, visual, enacted) and the use of themes for this integration, especially as this fits the EAG curriculum and instruction standards
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STANDARDS OVERVIEW ACTIVITY: What Indiana's students & teachers need to know and be able to do in ELA.

	9 ^h Grade Student Standard	Teacher Preparation Standard
<u>Standard 1. READING: Word Recognition, Fluency, and Vocabulary Development</u>	1.1 Vocabulary and Concept Development ⇒ Identify and use the literal and figurative meanings of words and understand the origins of words. ⇒ Distinguish between what words mean literally and what they imply, and interpret what words imply. ⇒ Use the knowledge of Greek, Roman, and Norse mythology to understand the origin and meaning of new words.	The Adolescence and Young Adulthood English/language arts teacher's content background should include: Appendix Guideline 2: LITERATURE AND READING: <ul style="list-style-type: none"> reading and understanding a variety of British works and their English/language arts relationship of the English language Guideline 2: LANGUAGE AND MEDIA <ul style="list-style-type: none"> knowledge and understanding of language theory, language acquisition and language development processes, the history of the English language, and the changing nature of language and its different and variant forms, and language appropriateness for various societal contexts;
<u>Standard 2. READING: Reading Comprehension (Focus on Informational Materials)</u>	2.1 Structural Features of Informational and Technical Materials ⇒ Analyze the structure and format of various workplace documents, including the graphics and headers, and explain how authors use the features to achieve their purposes. ⇒ Prepare a bibliography of reference materials for a report using a variety of consumer, workplace, and public documents.	Appendix Guideline 2: LITERATURE AND READING: <ul style="list-style-type: none"> reading and understanding a wide variety of literature and literary devices/strategies across the genres of poetry, novels, short stories, drama, biography, autobiography, essays, and other non-fiction types of works including technical and informational texts. knowledge and understanding of critical theories of interpreting written texts and skills to interpret such texts knowledge and understanding of theories of reading and of the reading process and of strategies for helping students comprehend a variety of texts well.

		<p>Guideline 2: WRITING</p> <ul style="list-style-type: none"> ▪ :knowledge and understanding of the research process and using various technologies as tools of inquiry ▪ knowledge about and ability to model writing well of forms. <p>Guideline 2: LANGUAGE AND MEDIA</p> <ul style="list-style-type: none"> ▪ knowledge and critical understanding of a variety of media and technology forms and how these relate to other oral and written texts.
	<p>2.2 Comprehension and Analysis of Grade-Level-Appropriate Text</p> <p>⇒ Generate relevant questions about readings on issues that can be researched.</p> <p>⇒ Synthesize the content from several sources or works by a single author dealing with a single issue; paraphrase the ideas and connect them to other sources and related topics to demonstrate comprehension.</p> <p>⇒ Demonstrate use of technology by following directions in technical manuals.</p>	<p style="text-align: center;">Appendix</p> <p>Guideline 2: LITERATURE AND READING:</p> <ul style="list-style-type: none"> ▪ knowledge and understanding of critical theories of interpreting written texts and skills to interpret such texts ▪ knowledge and understanding of theories of reading and of the reading process and of strategies for helping students comprehend a variety of texts well. <p>Guideline 2: LANGUAGE AND MEDIA</p> <ul style="list-style-type: none"> ▪ knowledge and critical understanding of a variety of media and technology forms and how these relate to other oral and written texts. <p>Guideline 2: INTEGRATION OF ENGLISH/LANGUAGE ARTS</p> <p>(reading, writing, speaking, listening, and thinking) pedagogy should model:</p> <ul style="list-style-type: none"> ▪ integration of English/language arts with other discipline areas for the purposes of interdisciplinary and integrated curriculum development.

	<p>2.3 Expository (Informational) Critique ⇒ Critique the logic of functional documents by examining the sequence of the information and procedures in anticipation of possible reader misunderstandings. ⇒ Evaluate an author’s argument or defense of a claim by examining the relationship between generalizations and evidence, the comprehensiveness of evidence, and the way in which the author’s intent affects the structure and tone of the text.</p>	<p>Appendix Guideline 2: LITERATURE AND READING: ▪ knowledge and understanding of critical theories of interpreting written texts and skills to interpret such texts</p>
<p><u>Standard 3: READING: Literary Response and Analysis</u></p>	<p>3.1 Structural Features of Literature ⇒ Explain the relationship between the purposes and the characteristics of different forms of dramatic including comedy, tragedy, and dramatic monologue ⇒ Compare and contrast the presentation of a similar theme or topic across genres (different types of writing) to explain how the selection of genre shapes the theme or topic.</p>	<p>Appendix Guideline 2: LITERATURE AND READING: ▪ reading and understanding a wide variety of literature and literary devices/strategies across the genres of poetry, novels, short stories, drama, biography, autobiography, essays, and other non-fiction types of works including technical and informational texts. ▪ knowledge and understanding of critical theories of interpreting written texts and skills to interpret such texts ▪ knowledge and understanding of theories of reading and of the reading process and of strategies for helping students comprehend a variety of texts well. Guideline 2: WRITING ▪ :knowledge and understanding of the research process and using various technologies as tools of inquiry ▪ knowledge about and ability to model writing well of forms. Guideline 2: INTEGRATION OF ENGLISH/LANGUAGE ARTS (reading, writing, speaking, listening, and thinking) pedagogy should model: ▪ integration of English/language arts with other</p>

		discipline areas for the purposes of interdisciplinary and integrated curriculum development.
	<p>3.2 Narrative Analysis of Grade- Level- Appropriate Text</p> <p>⇒ Analyze interactions between characters in a literary text and explain the way those interactions affect the plot.</p> <p>⇒ Determine characters' traits by what the characters say about themselves in narration, dialogue, and soliloquy (when they speak out loud to themselves).</p> <p>⇒ Compare works that express a universal theme and provide evidence to support the ideas expressed in each work.</p> <p>⇒ Analyze and trace an author's development of time sequence, including the use of complex literary devices, such as foreshadowing (providing clues to future events) or flashbacks (interrupting the sequence of events to include information about an event that happened in the past).</p> <p>⇒ Recognize and understand the significance of various literary devices, including figurative language allegory (the use of fictional figures and actions to express truths about human experiences), and symbolism (the use of a symbol to represent an idea or theme), and explain their appeal.</p> <p>⇒ Interpret and evaluate the impact of ambiguities, subtleties, contradictions, and ironies (the contrast between expectation and reality), and inconsistencies in a text.</p> <p>⇒ Explain how voice and the choice of a narrator affect characterization and the tone, plot, and credibility of a text.</p>	<p style="text-align: center;">Appendix</p> <p>Guideline 2: LITERATURE AND READING:</p> <ul style="list-style-type: none"> ▪ knowledge and understanding of critical theories of interpreting written texts and skills to interpret such texts <p>Guideline 2: SPEAKING, LISTENING AND NONVERBAL:</p> <ul style="list-style-type: none"> ▪ knowledge and understanding of the importance of oral interpretation skills ▪ knowledge and understanding of the importance that enactments (informal drama) have in English/language arts relation to language growth. <p>Guideline 2: INTEGRATION OF ENGLISH/LANGUAGE ARTS (reading, writing, speaking, listening, and thinking) pedagogy should model:</p> <ul style="list-style-type: none"> ▪ integration of English/language arts with other discipline areas for the purposes of interdisciplinary and integrated curriculum development.

	<p>⇒ Identify and describe the function of dialogue, soliloquies, asides, character foils, and stage designs in dramatic literature.</p> <ul style="list-style-type: none"> • Dialogue: a conversation between two characters. • Soliloquies: long speeches in which characters, on stage alone, reveal inner thoughts aloud • Asides: words spoken by a character directly to the audience • Character foils: characters who are used as a contrast to another character • Stage designs: how the setting is provided in a play 	
	<p>3.3 Literary Criticism</p> <p>⇒ Evaluate the aesthetic qualities of style, including the impact of dictation and figurative language on tone, mood, and theme.</p> <p>⇒ Analyze the way in which a work of literature is related to the themes and issues of its historical period.</p>	<p style="text-align: center;">Appendix</p> <p>Guideline 2: LITERATURE AND READING:</p> <ul style="list-style-type: none"> ▪ reading and understanding a wide variety of literature and literary devices/strategies across the genres of poetry, novels, short stories, drama, biography, autobiography, essays, and other non-fiction types of works including technical and informational texts. ▪ knowledge and understanding of critical theories of interpreting written texts and skills to interpret such texts <p>Guideline 2: INTEGRATION OF ENGLISH/LANGUAGE ARTS (reading, writing, speaking, listening, and thinking) pedagogy should model:</p> <ul style="list-style-type: none"> ▪ integration of English/language arts with other discipline areas for the purposes of interdisciplinary and integrated curriculum development.
<p><u>Standard 4. WRITING: Writing Process</u></p>	<p>4.1 Organization and Focus</p> <p>⇒ Discuss ideas for writing with classmates, teachers, and other writers and develop drafts alone</p>	<p style="text-align: center;">Appendix</p> <p>Guideline 2: WRITING</p> <ul style="list-style-type: none"> ▪ knowledge and understanding of theories of

	<p>and collaboratively.</p> <p>⇒ Establish a coherent thesis that conveys a clear perspective on the subject and maintain a consistent tone and focus throughout the piece of writing.</p> <p>⇒ Use precise language, action verbs, sensory details, appropriate modifiers, and the active (<i>I will always remember my first trip to the city</i>) rather than the passive voice (<i>My first trip to the city will always be remembered</i>).</p>	<p>writing and of the writing process and how these relate to currently accepted writing strategies</p> <ul style="list-style-type: none"> ▪ :knowledge and understanding of the research process and using various technologies as tools of inquiry ▪ knowledge about and ability to model writing well of forms. <p>Guideline 2: LANGUAGE AND MEDIA</p> <ul style="list-style-type: none"> ▪ knowledge and understanding of language theory, language acquisition and language development processes, the history of the English language, and the changing nature of language and its different and variant forms, and language appropriateness for various societal contexts.
	<p>4.2 Research and Technology</p> <p>⇒ Use writing to formulate clear research questions and to compile information from primary and secondary print or Internet sources.</p> <p>⇒ Develop the main ideas within the body of the composition through supporting evidence, such as scenarios, commonly held beliefs, hypotheses, and definitions.</p> <p>⇒ Synthesize information from multiple sources, including almanacs, microfiche, news Sources, in-depth field studies, speeches, journals, technical documents, or Internet sources.</p> <p>⇒ Integrate quotations and citations into a written text while maintaining the flow of ideas.</p> <p>⇒ Use appropriate conventions for documentation in text, notes, and bibliographies following the formats in different style manuals.</p> <p>⇒ Use a computer to design and publish documents by using advanced publishing software and graphic programs.</p>	<p>Appendix</p> <p>Guideline 2: WRITING</p> <ul style="list-style-type: none"> ▪ knowledge and understanding of theories of writing and of the writing process and how these relate to currently accepted writing strategies ▪ :knowledge and understanding of the research process and using various technologies as tools of inquiry ▪ knowledge about and ability to model writing well of forms. <p>Guideline 2: LANGUAGE AND MEDIA</p> <ul style="list-style-type: none"> ▪ knowledge and understanding of language theory, language acquisition and language development processes, the history of the English language, and the changing nature of language and its different and variant forms, and language appropriateness for various societal contexts. ▪ knowledge and understanding of accepted rules of syntax, spelling ,mechanics, and usage especially by the <i>Indiana Academic Standards</i>. ▪ knowledge and critical understanding of a variety

		of media and technology forms and how these relate to other oral and written texts.
	4.3 Evaluation and Revision ⇒ Review, evaluate, and revise writing for meaning, clarity, content, and mechanics. ⇒ Edit and proofread one’s own writing, as well as that of others, using an editing checklist with specific examples of corrections for frequent errors. ⇒ Revise writing to improve the logic and coherence of the organization and perspective, the precision of word choice, and the tone by taking into consideration the audience, purpose, and formality of the context.	<p style="text-align: center;">Appendix</p> <p>Guideline 2: WRITING</p> <ul style="list-style-type: none"> ▪ knowledge and understanding of theories of writing and of the writing process and how these relate to currently accepted writing strategies ▪ knowledge about and ability to use an editing process (which includes proofreading) to produce texts that follow the accepted conventions of the field and utilize acceptable formats for the purpose and audience of a given text. <p>Guideline 2: LANGUAGE AND MEDIA</p> <ul style="list-style-type: none"> ▪ knowledge and understanding of language theory, language acquisition and language development processes, the history of the English language, and the changing nature of language and its different and variant forms, and language appropriateness for various societal contexts. ▪ knowledge and understanding of accepted rules of syntax, spelling, mechanics, and usage especially by the <i>Indiana Academic Standards</i>.
<u>Standard 5. WRITING: Writing Applications</u> (Different Types of Writing and Their Characteristics)	5.1 Write biographical or autobiographical narratives or short stories that: ⇒ Describe a sequence of events and communicate the significance of the events to the audience. ⇒ Locate scenes and incidents in specific places. ⇒ Describe with specific details the sights, sounds, and smells, of a scene, and the specific actions, movements, gestures, and feelings of the characters; use interior monologue (what the character says silently to self) to show the character’s feelings. ⇒ Pace the presentation of actions to accommodate changes in time and mood.	<p style="text-align: center;">Appendix</p> <p>Guideline 2: WRITING</p> <ul style="list-style-type: none"> ▪ knowledge and understanding of theories of writing and of the writing process and how these relate to currently accepted writing strategies ▪ knowledge about and ability to model writing well of forms.

	<p>5.2 Write responses to literature that: ⇒ Demonstrate a comprehensive grasp of the significant ideas of literary works. ⇒ Support important ideas and viewpoints through accurate and detailed references to the text or to other works. ⇒ demonstrate awareness of the author’s style and an appreciation of the effects created. ⇒ identify and assess the impact of ambiguities, nuances, and complexities within the text. ⇒ extend writing by changing mood, plot, characterization, or voice.</p> <p>5.3 Write expository compositions, including analytical essays and research reports that: ⇒ gather evidence in support of a thesis (position on the topic), including information on all relevant perspectives. ⇒ communicate information and ideas from primary and secondary sources accurately and coherently. ⇒ make distinctions between the relative value and significance of specific data, facts, and ideas. ⇒ use a variety of reference sources, including word, pictorial, audio, and Internet sources to locate</p>	<p style="text-align: center;">Appendix</p> <p>Guideline 2: LITERATURE AND READING:</p> <ul style="list-style-type: none"> ▪ knowledge and understanding of theories of reading and of the reading process and of strategies for helping students comprehend a variety of texts well. <p>Guideline 2: WRITING</p> <ul style="list-style-type: none"> ▪ knowledge and understanding of theories of writing and of the writing process and how these relate to currently accepted writing strategies ▪ :knowledge and understanding of the research process and using various technologies as tools of inquiry ▪ knowledge about and ability to model writing well of forms. <p>Guideline 2: INTEGRATION OF ENGLISH/LANGUAGE ARTS (reading, writing, speaking, listening, and thinking) pedagogy should model:</p> <ul style="list-style-type: none"> ▪ integration of English/language arts with other discipline areas for the purposes of interdisciplinary and integrated curriculum development. <hr/> <p style="text-align: center;">Appendix</p> <p>Guideline 2: WRITING</p> <ul style="list-style-type: none"> ▪ knowledge and understanding of theories of writing and of the writing process and how these relate to currently accepted writing strategies ▪ :knowledge and understanding of the research process and using various technologies as tools of inquiry ▪ knowledge about and ability to model writing well of forms. <p>Guideline 2: LANGUAGE AND MEDIA</p> <ul style="list-style-type: none"> ▪ knowledge and understanding of language theory, language acquisition and language development
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	<p>information in support of a topic. ⇒include visual aids by using technology to organize and record information on charts, maps, and graphs. ⇒ anticipate and address readers’ potential misunderstandings, biases, and expectations. ⇒ use technical terms and notations accurately.</p> <p>5.4 Write persuasive compositions that: ⇒ organize ideas and appeals in a sustained and effective fashion with the strongest emotional appeal first and the least powerful one last. ⇒ use specific rhetorical (communication) devices to support assertions, such as appealing to logic through reasoning; appealing to emotion or ethical belief; or relating a personal anecdote, case study, or analogy. ⇒ clarify and defend positions with precise and relevant evidence, including facts, expert opinions, quotations, expressions of commonly accepted beliefs, and logical reasoning. ⇒address readers’ concerns, counterclaims, biases, and expectations.</p>	<p>processes, the history of the English language, and the changing nature of language and its different and variant forms, and language appropriateness for various societal contexts.</p> <ul style="list-style-type: none"> ▪ knowledge and critical understanding of a variety of media and technology forms and how these relate to other oral and written texts. <p>Guideline 2: INTEGRATION OF ENGLISH/LANGUAGE ARTS (reading, writing, speaking, listening, and thinking) pedagogy should model:</p> <ul style="list-style-type: none"> ▪ integration of English/language arts with other discipline areas for the purposes of interdisciplinary and integrated curriculum development. <hr/> <p style="text-align: center;">Appendix</p> <p>Guideline 2: WRITING</p> <ul style="list-style-type: none"> ▪ knowledge and understanding of theories of writing and of the writing process and how these relate to currently accepted writing strategies ▪ :knowledge and understanding of the research process and using various technologies as tools of inquiry ▪ knowledge about and ability to model writing well of forms. <p>Guideline 2: SPEAKING, LISTENING AND NONVERBAL:</p> <ul style="list-style-type: none"> ▪ knowledge and understanding of the importance of interpersonal and group communication skills, especially among different cultures and within the workplace
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	<p>5.5 Write documents related to career development, including simple business letters and job applications that:</p> <p>⇒Present information purposefully and in brief to meet the needs of the intended audience.</p> <p>⇒Follow a conventional business letter or memorandum format.</p>	<p>Appendix</p> <p><i>Guideline 2: WRITING</i></p> <ul style="list-style-type: none"> ▪ knowledge and understanding of theories of writing and of the writing process and how these relate to currently accepted writing strategies ▪ knowledge about and ability to model writing well of forms.
	<p>5.6 .Write technical documents, such as a manual or rules of behavior for conflict resolution, procedures for conducting a meeting, or minutes of a meeting that:</p> <p>⇒report information and express ideas logically and correctly.</p> <p>⇒ offer detailed and accurate specifications.</p> <p>⇒ include scenarios, definitions, and examples to aid comprehension.</p> <p>⇒ anticipate readers' problems, mistakes, and misunderstandings.</p>	<p>Appendix</p> <p><i>Guideline 2: WRITING</i></p> <ul style="list-style-type: none"> ▪ knowledge and understanding of theories of writing and of the writing process and how these relate to currently accepted writing strategies ▪ :knowledge and understanding of the research process and using various technologies as tools of inquiry ▪ knowledge about and ability to model writing well of forms. <p><i>Guideline 2: SPEAKING, LISTENING AND NONVERBAL:</i></p> <ul style="list-style-type: none"> ▪ knowledge and understanding of the importance of critical and aesthetic listening ▪ knowledge and understanding of the importance of interpersonal and group communication skills, especially among different cultures and within the workplace
	<p>5.7 Use varied and expanded vocabulary, appropriate for specific forms and topics.</p>	<p>Appendix</p> <p><i>Guideline 2: LANGUAGE AND MEDIA</i></p> <ul style="list-style-type: none"> ▪ knowledge and understanding of language theory, language acquisition and language development processes, the history of the English language, and the changing nature of language and its different and variant forms, and language appropriateness for various societal contexts.

	5.8 Write for different purposes and audiences, adjusting tone, style, and voice as appropriate.	<p>Appendix</p> <p><i>Guideline 2: WRITING</i></p> <ul style="list-style-type: none"> ▪ knowledge and understanding of theories of writing and of the writing process and how these relate to currently accepted writing strategies ▪ knowledge about and ability to model writing well of forms.
<p><u>Standard 6. WRITING: Written English</u> <u>Language Conventions</u></p>	<p>6.1 Grammar and Mechanics of Writing</p> <p>⇒ Identify and correctly use clauses, both main and subordinate; phrases, including gerund, infinitive, and participial; and the mechanics of punctuation, such as semicolons, colons, ellipses, and hyphens.</p> <p>⇒ Demonstrate an understanding of sentence construction including parallel structure, subordination, and the proper placement of modifiers and proper English usage including the consistent use of verb tenses.</p>	<p>Appendix</p> <p><i>Guideline 2: LANGUAGE AND MEDIA</i></p> <ul style="list-style-type: none"> ▪ knowledge and understanding of accepted rules of syntax, spelling ,mechanics, and usage especially by the <i>Indiana Academic Standards</i>.
	<p>6.2 Manuscript Form</p> <p>⇒ Produce legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization.</p> <p>⇒ Apply appropriate manuscript conventions, including title page presentation, pagination, spacing and margins, and integration of source and support material, by citing sources within the text, using direct quotations, and paraphrasing.</p>	<p>Appendix</p> <p><i>Guideline 2: LANGUAGE AND MEDIA</i></p> <ul style="list-style-type: none"> ▪ knowledge and understanding of language theory, language acquisition and language development processes, the history of the English language, and the changing nature of language and its different and variant forms, and language appropriateness for various societal contexts. ▪ knowledge and understanding of accepted rules of syntax, spelling ,mechanics, and usage especially by the <i>Indiana Academic Standards</i>. ▪ knowledge and understanding of the formatting and language conventions that are appropriate for various production and performance contexts (e.g., manuscript form for a technology manual,

		business letter formats, referencing styles).
Standard 7. LISTENING AND SPEAKING: <u>Listening and Speaking Skills,</u> <u>Strategies, and Applications</u>	7.1 Comprehension ⇒ Summarize a speaker’s purpose and point of view and ask questions concerning the speaker’s content, delivery, and attitude toward the subject.	Appendix Guideline 2: SPEAKING, LISTENING AND NONVERBAL: <ul style="list-style-type: none"> ▪ knowledge and understanding of and skills associated with public address, debate, and speaking for a variety of purposes ▪ knowledge and understanding of the importance of critical and aesthetic listening
	7.2 Organization and Delivery of Oral Communication ⇒ Choose appropriate techniques for developing the introduction and conclusion in a speech, including the use of literary quotations, anecdotes (stories about a specific event), or references to authoritative sources.	Appendix Guideline 2: SPEAKING, LISTENING AND NONVERBAL: <ul style="list-style-type: none"> ▪ knowledge and understanding of and skills associated with public address, debate, and speaking for a variety of purposes ▪ knowledge and understanding of the importance of critical and aesthetic listening
	⇒ Recognize and use elements of classical speech forms (including the introduction, first and second transitions, body, and conclusion) in formulating rational arguments and applying the art of persuasion and debate.	Appendix Guideline 2: SPEAKING, LISTENING AND NONVERBAL: <ul style="list-style-type: none"> ▪ knowledge and understanding of and skills associated with public address, debate, and speaking for a variety of purposes ▪ knowledge and understanding of the importance of critical and aesthetic listening ▪ knowledge and understanding of the importance of interpretation skills
	⇒ Use props, visual aids, graphs, and electronic media to enhance the appeal and accuracy of presentations.	Appendix Guideline 2: SPEAKING, LISTENING AND NONVERBAL: <ul style="list-style-type: none"> ▪ knowledge and understanding of and skills associated with public address, debate, and

	<p>⇒ Produce concise notes for extemporaneous speeches (speeches delivered without a planned script).</p> <p>⇒ Analyze the occasion and the interests of the audience and choose effective verbal and nonverbal techniques (including voice, gestures, and eye contact) for presentations.</p>	<p>speaking for a variety of purposes <i>Guideline 2: LANGUAGE AND MEDIA</i></p> <ul style="list-style-type: none"> ▪ knowledge and critical understanding of a variety of media and technology forms and how these relate to other oral and written texts. <hr/> <p>Appendix <i>Guideline 2: SPEAKING, LISTENING AND NONVERBAL:</i></p> <ul style="list-style-type: none"> ▪ knowledge and understanding of and skills associated with public address, debate, and speaking for a variety of purposes <hr/> <p>Appendix <i>Guideline 2: SPEAKING, LISTENING AND NONVERBAL:</i></p> <ul style="list-style-type: none"> ▪ knowledge and understanding of and skills associated with public address, debate, and speaking for a variety of purposes ▪ knowledge and understanding of the importance of interpersonal and group communication skills, especially among different cultures and within the workplace ▪ knowledge and understanding of the importance of interpretation skills
	<p>7.3 Analysis and Evaluation of Oral and Media Communications</p> <p>⇒ Make judgments about the ideas under discussion and support those judgments with convincing evidence.</p> <p>⇒ Compare and contrast the ways in which media genres (including televised news, news magazines, documentaries, and online information) cover the same event.</p>	<p>Appendix <i>Guideline 2: SPEAKING, LISTENING AND NONVERBAL:</i></p> <ul style="list-style-type: none"> ▪ knowledge and understanding of the importance of critical and aesthetic listening <hr/> <p><i>Guideline 2: INTEGRATION OF ENGLISH/LANGUAGE ARTS</i> (reading, writing, speaking, listening, and</p>

		<p>thinking) pedagogy should model:</p> <ul style="list-style-type: none"> ▪ integration of English/language arts with other discipline areas for the purposes of interdisciplinary and integrated curriculum development.
	<p>⇒ Analyze historically significant speeches (such as Franklin Delano Roosevelt’s “Day of Infamy” Speech) to find the rhetorical devices and features that make them memorable.</p>	<p style="text-align: center;">Appendix</p> <p>Guideline 2: SPEAKING, LISTENING AND NONVERBAL:</p> <ul style="list-style-type: none"> ▪ knowledge and understanding of the importance of critical and aesthetic listening
	<p>⇒ Assess how language and delivery affect the mood and tone of the oral communication and make an impact on the audience.</p>	<p style="text-align: center;">Appendix</p> <p>Guideline 2: SPEAKING, LISTENING AND NONVERBAL:</p> <ul style="list-style-type: none"> ▪ knowledge and understanding of the importance of critical and aesthetic listening <p>Guideline 2: LANGUAGE AND MEDIA</p> <ul style="list-style-type: none"> ▪ knowledge and understanding of language theory, language acquisition and language development processes, the history of the English language, and the changing nature of language and its different and variant forms, and language appropriateness for various societal contexts. ▪ knowledge and critical understanding of a variety of media and technology forms and how these relate to other oral and written texts.
	<p>⇒ Evaluate the clarity, quality, effectiveness, and general coherence of a speaker’s important points, arguments, evidence, organization of ideas, delivery, choice of words, and use of language.</p>	<p>Guideline 2: LANGUAGE AND MEDIA</p> <ul style="list-style-type: none"> ▪ knowledge and understanding of language theory, language acquisition and language development processes, the history of the English language, and the changing nature of language and its different and variant forms, and language appropriateness for various societal contexts.

	⇒ Analyze the types of arguments used by the speaker, including argument by causation, analogy, (comparison), authority, emotion, and logic.	<p style="text-align: center;">Appendix</p> <p>Guideline 2: SPEAKING, LISTENING AND NONVERBAL:</p> <ul style="list-style-type: none"> ▪ knowledge and understanding of the importance of critical and aesthetic listening
	⇒ Identify the artistic effects of a media presentation and evaluate the techniques used to create them (for example, compare Shakespeare's <i>Romeo and Juliet</i> with Franco Zefferelli's film version.	<p style="text-align: center;">Appendix</p> <p>Guideline 2: INTEGRATION OF ENGLISH/LANGUAGE ARTS</p> <p>(reading, writing, speaking, listening, and thinking) pedagogy should model:</p> <ul style="list-style-type: none"> ▪ integration of English/language arts with other discipline areas for the purposes of interdisciplinary and integrated curriculum development.
	<p>7.4 Speaking Applications</p> <p>▷ Deliver narrative (story) presentations that:</p> <ul style="list-style-type: none"> • Narrate a sequence of events and communicate their significance to the audience. • Locate scenes and incidents in specific places. • Describe with specific details the sights, sounds, and smells of a scene and the specific actions, movements, gestures, and feelings of characters. • Time the presentation of actions to accommodate time or mood changes. 	<p style="text-align: center;">Appendix</p> <p>Guideline 2: SPEAKING, LISTENING AND NONVERBAL:</p> <ul style="list-style-type: none"> ▪ knowledge and understanding of and skills associated with public address, debate, and speaking for a variety of purposes ▪ knowledge and understanding of the importance of critical and aesthetic listening ▪ knowledge and understanding of the importance of interpretation skills
	<p>▷ Deliver expository (informational) presentations that:</p> <ul style="list-style-type: none"> • Provide evidence in support of a thesis and related claims, including information on all relevant perspectives. • Convey information and ideas from primary and secondary sources accurately and coherently. • Make distinctions between the relative value and 	<p style="text-align: center;">Appendix</p> <p>Guideline 2: SPEAKING, LISTENING AND NONVERBAL:</p> <ul style="list-style-type: none"> ▪ knowledge and understanding of and skills associated with public address, debate, and speaking for a variety of purposes ▪ knowledge and understanding of the importance of critical and aesthetic listening

	<p>significance of specific data, facts, and ideas.</p> <ul style="list-style-type: none"> • Include visual aids by employing appropriate technology to organize and display information on charts, maps, and graphs. • Anticipate and address the listeners' potential misunderstandings, biases, and expectations. • Use technical terms and notations accurately. <p>▷ Apply appropriate interviewing techniques that:</p> <ul style="list-style-type: none"> • Prepare and ask relevant questions. • Make notes of responses. • Use language that conveys maturity, sensitivity, and respect. • Respond correctly and effectively to questions. • Demonstrate knowledge of the subject or organization. • Compile and report responses. • Evaluate the effectiveness of the interview. <p>▷ Deliver oral responses to literature that:</p> <ul style="list-style-type: none"> • Advance a judgment demonstrating a comprehensive understanding of the significant ideas of works or passages. • Support important ideas and viewpoints through accurate and detailed references to the text and to other works. • Demonstrate awareness of the author's writing style and an appreciation of the effects created. 	<p><i>Guideline 2: LANGUAGE AND MEDIA</i></p> <ul style="list-style-type: none"> ▪ knowledge and critical understanding of a variety of media and technology forms and how these relate to other oral and written texts. <p><i>Guideline 2: INTEGRATION OF ENGLISH/LANGUAGE ARTS</i> (reading, writing, speaking, listening, and thinking) pedagogy should model:</p> <ul style="list-style-type: none"> ▪ integration of English/language arts with other discipline areas for the purposes of interdisciplinary and integrated curriculum development. <hr/> <p style="text-align: center;">Appendix</p> <p><i>Guideline 2: SPEAKING, LISTENING AND NONVERBAL:</i></p> <ul style="list-style-type: none"> ▪ knowledge and understanding of and skills associated with public address, debate, and speaking for a variety of purposes ▪ knowledge and understanding of the importance of interpersonal and group communication skills, especially among different cultures and within the workplace <hr/> <p style="text-align: center;">Appendix</p> <p><i>Guideline 2: SPEAKING, LISTENING AND NONVERBAL:</i></p> <ul style="list-style-type: none"> ▪ knowledge and understanding of and skills associated with public address, debate, and speaking for a variety of purposes <p><i>Guideline 2: LITERATURE AND READING:</i></p> <ul style="list-style-type: none"> ▪ knowledge and understanding of critical theories of interpreting written texts and skills to interpret such texts ▪ knowledge and understanding of theories of
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	<ul style="list-style-type: none"> • Identify and assess the impact of ambiguities, nuances, and complexities within the text. <p>▷ Deliver persuasive arguments (including evaluation and analysis of problems and solutions and causes and effects) that:</p> <ul style="list-style-type: none"> • Structure ideas and arguments in a coherent, logical fashion. • Use speech devices to support assertions (such as by appeal to logic through reasoning; by appeal to emotion or ethical belief; or by use of personal anecdote, case study, or analogy). • Clarify and defend positions with precise and relevant evidence, including facts, expert opinions, quotations, expressions of commonly accepted beliefs, and logical reasoning. • Anticipate and address the listeners’ concerns and counter arguments. <p>▷ Deliver descriptive presentations that:</p> <ul style="list-style-type: none"> • Establish a clear point of view on the subject of the presentation. • Establish the presenter’s relationship with the subject of the presentation (whether the presentation is made as an uninvolved observer or by someone wh 	<p>reading and of the reading process and of strategies for helping students comprehend a variety of texts well.</p> <p>Guideline 2: WRITING</p> <ul style="list-style-type: none"> ▪ knowledge and understanding of theories of writing and of the writing process and how these relate to currently accepted writing strategies. <p>Guideline 2: LANGUAGE AND MEDIA</p> <ul style="list-style-type: none"> ▪ knowledge and understanding of language theory, language acquisition and language development processes, the history of the English language, and the changing nature of language and its different and variant forms, and language appropriateness for various societal contexts. <hr/> <p style="text-align: center;">Appendix</p> <p>Guideline 2: SPEAKING, LISTENING AND NONVERBAL:</p> <ul style="list-style-type: none"> ▪ knowledge and understanding of and skills associated with public address, debate, and speaking for a variety of purposes ▪ knowledge and understanding of the importance of critical and aesthetic listening <hr/> <p style="text-align: center;">Appendix</p> <p>Guideline 2: SPEAKING, LISTENING AND NONVERBAL:</p> <ul style="list-style-type: none"> ▪ knowledge and understanding of and skills associated with public address, debate, and speaking for a variety of purposes
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	<p>personally involved).</p> <ul style="list-style-type: none"> • Use effective, factual descriptions of appearance, concrete images, shifting perspectives, and sensory details. 	
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STANDARDS OVERVIEW ACTIVITY: What Indiana’s students & teachers need to know and be able to do in ELA.

10th Grade Student Standard		Teacher Preparation Standard
		Teacher Recommendation #1 or #2- Content Background Areas A-E Indicators
<u>Standard 1. READING: Word Recognition, Fluency, and Vocabulary Development</u>	1.2 Vocabulary and Concept Development ⇒ Understand technical vocabulary in subject area reading. ⇒ Distinguish between what words mean literally and what they imply, and interpret what words imply. ⇒ Use the knowledge of Greek, Roman, and Norse mythology to understand the origin and meaning of new words.	The Adolescence and Young Adulthood English/language arts teacher's content background should include: Appendix Guideline 2: LITERATURE AND READING: <ul style="list-style-type: none"> reading and understanding a variety of British works and their English/language arts relationship of the English language Guideline 2: LANGUAGE AND MEDIA <ul style="list-style-type: none"> knowledge and understanding of language theory, language acquisition and language development processes, the history of the English language, and the changing nature of language and its different and variant forms, and language appropriateness for various societal contexts;
<u>Standard 2. READING: Reading Comprehension (Focus on Informational Materials)</u>	2.1 Structural Features of Informational and Technical Materials ⇒ Analyze the structure and format of various informational documents and explain how authors use the features to achieve their purposes.	Appendix Guideline 2: LITERATURE AND READING: <ul style="list-style-type: none"> reading and understanding a wide variety of literature and literary devices/strategies across the genres of poetry, novels, short stories, drama, biography, autobiography, essays, and other non-fiction types of works including technical and informational texts. knowledge and understanding of critical theories of interpreting written texts and skills to interpret such texts knowledge and understanding of theories of reading and of the reading process and of strategies for helping students comprehend a variety of texts well.

		<p>Guideline 2: WRITING</p> <ul style="list-style-type: none"> ▪ knowledge and understanding of the research process and using various technologies as tools of inquiry ▪ knowledge about and ability to model writing well of forms. <p>Guideline 2: LANGUAGE AND MEDIA</p> <ul style="list-style-type: none"> ▪ knowledge and critical understanding of a variety of media and technology forms and how these relate to other oral and written texts.
	<p>2.2 Comprehension and Analysis of Grade-Level-Appropriate Text</p> <p>⇒ Extend ideas presented in primary or secondary sources through original analysis, evaluation, and elaboration.</p> <p>⇒ Demonstrate use of sophisticated technology by following technical directions.</p>	<p style="text-align: center;">Appendix</p> <p>Guideline 2: LITERATURE AND READING:</p> <ul style="list-style-type: none"> ▪ knowledge and understanding of critical theories of interpreting written texts and skills to interpret such texts ▪ knowledge and understanding of theories of reading and of the reading process and of strategies for helping students comprehend a variety of texts well. <p>Guideline 2: LANGUAGE AND MEDIA</p> <ul style="list-style-type: none"> ▪ knowledge and critical understanding of a variety of media and technology forms and how these relate to other oral and written texts. <p>Guideline 2: INTEGRATION OF ENGLISH/LANGUAGE ARTS</p> <p>(reading, writing, speaking, listening, and thinking) pedagogy should model:</p> <ul style="list-style-type: none"> ▪ integration of English/language arts with other discipline areas for the purposes of interdisciplinary and integrated curriculum development.
	<p>2.3 Expository (Informational) Critique</p> <p>⇒ Evaluate an author's argument or defense of a claim by examining the relationship between generalizations and evidence, the comprehensiveness</p>	<p style="text-align: center;">Appendix</p> <p>Guideline 2: LITERATURE AND READING:</p> <ul style="list-style-type: none"> ▪ knowledge and understanding of critical theories of interpreting written texts and skills to interpret

	of evidence, and the way in which the author's intent affects the structure and tone of the text.	such texts
<u>Standard 3: READING: Literary Response and Analysis</u>	3.1 Structural Features of Literature ⇒ Analyze the purposes and the characteristics of different forms of dramatic literature (including comedy, tragedy, and dramatic monologue). ⇒ Compare and contrast the presentation of a similar theme or topic across genres (different types of writing) to explain how the selection of genre shapes the theme or topic.	<p style="text-align: center;">Appendix</p> <p><i>Guideline 2: LITERATURE AND READING:</i></p> <ul style="list-style-type: none"> ▪ reading and understanding a wide variety of literature and literary devices/strategies across the genres of poetry, novels, short stories, drama, biography, autobiography, essays, and other non-fiction types of works including technical and informational texts. ▪ knowledge and understanding of critical theories of interpreting written texts and skills to interpret such texts ▪ knowledge and understanding of theories of reading and of the reading process and of strategies for helping students comprehend a variety of texts well. <p><i>Guideline 2: WRITING</i></p> <ul style="list-style-type: none"> ▪ :knowledge and understanding of the research process and using various technologies as tools of inquiry ▪ knowledge about and ability to model writing well of forms. <p><i>Guideline 2: INTEGRATION OF ENGLISH/LANGUAGE ARTS</i> (reading, writing, speaking, listening, and thinking) pedagogy should model:</p> <ul style="list-style-type: none"> ▪ integration of English/language arts with other discipline areas for the purposes of interdisciplinary and integrated curriculum development.

	<p>3.2 Narrative Analysis of Grade- Level- Appropriate Text</p> <p>⇒ Evaluate interactions between characters in a literary text and explain the way those interactions affect the plot.</p> <p>⇒ Analyze characters’ traits by what the characters say about themselves in narration, dialogue, and soliloquy (when they speak out loud to themselves).</p> <p>⇒ Compare works that express a universal theme and provide evidence to support the ideas expressed in each work.</p> <p>⇒ Evaluate an author’s development of time and sequence, including the use of complex literary devices, such as foreshadowing (providing clues to future events) or flashbacks (interrupting the sequence of events to include information about an event that happened in the past).</p> <p>⇒ Evaluate the significance of various literary devices, including figurative language, imagery, allegory (the use of fictional figures and actions to express truths about human experiences), and symbolism (the use of a symbol to represent an idea or theme), and explain their appeal.</p> <p>⇒ Interpret and evaluate the impact of ambiguities, subtleties, contradictions, and ironies (the contrast between expectation and reality), and inconsistencies in a text.</p> <p>⇒ Explain how voice and the choice of a narrator affect characterization and the tone, plot, and credibility of a text.</p> <p>⇒ Identify and describe the function of dialogue, soliloquies, asides, character foils, and stage designs in dramatic literature.</p> <ul style="list-style-type: none"> • Dialogue: a conversation between two characters. • Soliloquies: long speeches in which characters, on stage alone, reveal inner thoughts aloud • Asides: words spoken by a character directly to the 	<p style="text-align: center;">Appendix</p> <p>Guideline 2: LITERATURE AND READING:</p> <ul style="list-style-type: none"> ▪ knowledge and understanding of critical theories of interpreting written texts and skills to interpret such texts <p>Guideline 2: SPEAKING, LISTENING AND NONVERBAL:</p> <ul style="list-style-type: none"> ▪ knowledge and understanding of the importance of oral interpretation skills ▪ knowledge and understanding of the importance that enactments (informal drama) have in English/language arts relation to language growth. <p>Guideline 2: INTEGRATION OF ENGLISH/LANGUAGE ARTS</p> <p>(reading, writing, speaking, listening, and thinking) pedagogy should model:</p> <ul style="list-style-type: none"> ▪ integration of English/language arts with other discipline areas for the purposes of interdisciplinary and integrated curriculum development.
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	<p>audience</p> <ul style="list-style-type: none"> • Character foils: characters who are used as a contrast to another character • Stage designs: how the setting is provided in a play 	
	<p>3.3 Literary Criticism</p> <p>⇒ Evaluate the aesthetic qualities of style, including the impact of dictation and figurative language on tone, mood, and theme.</p> <p>⇒ Analyze the way in which a work of literature is related to the themes and issues of its historical period.</p>	<p style="text-align: center;">Appendix</p> <p>Guideline 2: LITERATURE AND READING:</p> <ul style="list-style-type: none"> ▪ reading and understanding a wide variety of literature and literary devices/strategies across the genres of poetry, novels, short stories, drama, biography, autobiography, essays, and other non-fiction types of works including technical and informational texts. ▪ knowledge and understanding of critical theories of interpreting written texts and skills to interpret such texts <p>Guideline 2: INTEGRATION OF ENGLISH/LANGUAGE ARTS</p> <p>(reading, writing, speaking, listening, and thinking) pedagogy should model:</p> <ul style="list-style-type: none"> ▪ integration of English/language arts with other discipline areas for the purposes of interdisciplinary and integrated curriculum development.
<p><u>Standard 4. WRITING: Writing Process</u></p>	<p>4.1 Organization and Focus</p> <p>⇒ Discuss ideas for writing with classmates, teachers, and other writers and develop drafts alone and collaboratively.</p> <p>⇒ Establish a coherent thesis that conveys a clear perspective on the subject and maintain a consistent tone and focus throughout the piece of writing.</p> <p>⇒ Use precise language, action verbs, sensory details, appropriate modifiers, and the active (<i>I will always remember my first trip to the city</i>)</p>	<p style="text-align: center;">Appendix</p> <p>Guideline 2: WRITING</p> <ul style="list-style-type: none"> ▪ knowledge and understanding of theories of writing and of the writing process and how these relate to currently accepted writing strategies ▪ knowledge and understanding of the research process and using various technologies as tools of inquiry ▪ knowledge about and ability to model writing well of forms.

	<p>rather than the passive voice (<i>My first trip to the city will always be remembered</i>).</p>	<p>Guideline 2: LANGUAGE AND MEDIA</p> <ul style="list-style-type: none"> ▪ knowledge and understanding of language theory, language acquisition and language development processes, the history of the English language, and the changing nature of language and its different and variant forms, and language appropriateness for various societal contexts.
	<p>4.2 Research and Technology</p> <p>⇒ Use clear research questions and suitable research methods, including text and electronic resources and personal interviews, to compile and present evidence from primary and secondary print or Internet sources.</p> <p>⇒ Develop the main ideas within the body of the composition through supporting evidence, such as scenarios, commonly held beliefs, hypotheses, and definitions.</p> <p>⇒ Synthesize information from multiple sources. Identify complexities and inconsistencies in the Information and the different perspectives found in Each medium, including almanacs, microfiche, news Sources, in-depth field studies, speeches, journals, Technical documents, or Internet sources.</p> <p>⇒ Integrate quotations and citations into a written text while maintaining the flow of ideas.</p> <p>⇒ Use appropriate conventions for documentation in text, notes, and bibliographies following the formats in different style manuals.</p> <p>⇒ Use a computer to design and publish documents by using advanced software and graphic programs.</p>	<p style="text-align: center;">Appendix</p> <p>Guideline 2: WRITING</p> <ul style="list-style-type: none"> ▪ knowledge and understanding of theories of writing and of the writing process and how these relate to currently accepted writing strategies ▪ :knowledge and understanding of the research process and using various technologies as tools of inquiry ▪ knowledge about and ability to model writing well in a variety of forms. <p>Guideline 2: LANGUAGE AND MEDIA</p> <ul style="list-style-type: none"> ▪ knowledge and understanding of language theory, language acquisition and language development processes, the history of the English language, and the changing nature of language and its different and variant forms, and language appropriateness for various societal contexts. ▪ knowledge and understanding of accepted rules of syntax, spelling ,mechanics, and usage especially by the <i>Indiana Academic Standards</i>. ▪ knowledge and critical understanding of a variety of media and technology forms and how these relate to other oral and written texts.

	<p>4.3 Evaluation and Revision</p> <p>⇒ Review, evaluate, revise, edit and proofread writing, using an editing checklist.</p> <p>⇒ Apply criteria developed by self and others to evaluate the mechanics and content of writing.</p> <p>⇒ Provide constructive criticism to other writers with suggestions for improving organization, tone, style, clarity, and focus; edit and revise in response to peer reviews of own work.</p>	<p>Appendix</p> <p>Guideline 2: WRITING</p> <ul style="list-style-type: none"> ▪ knowledge and understanding of theories of writing and of the writing process and how these relate to currently accepted writing strategies ▪ knowledge about and ability to use an editing process (which includes proofreading) to produce texts that follow the accepted conventions of the field and utilize acceptable formats for the purpose and audience of a given text. <p>Guideline 2: LANGUAGE AND MEDIA</p> <ul style="list-style-type: none"> ▪ knowledge and understanding of language theory, language acquisition and language development processes, the history of the English language, and the changing nature of language and its different and variant forms, and language appropriateness for various societal contexts. ▪ knowledge and understanding of accepted rules of syntax, spelling ,mechanics, and usage especially by the <i>Indiana Academic Standards</i>.
<p><u>Standard 5. WRITING: Writing Applications</u></p>	<p>5.1 Different Types of Writing and Their Characteristics</p> <p>▷ Write biographical or autobiographical narrative or short stories that:</p> <ul style="list-style-type: none"> • describe a sequence of events and communicate the significance of the events to the audience. • locate scenes and incidents in specific places. • describe with specific details the sights, sounds, and smells, of a scene, and the specific actions, movements, gestures, and feelings of the characters; use interior monologue (what the character says silently to self) to show the character’s feelings. • pace the presentation of actions to accommodate 	<p>Appendix</p> <p>Guideline 2: WRITING</p> <ul style="list-style-type: none"> ▪ knowledge and understanding of theories of writing and of the writing process and how these relate to currently accepted writing strategies ▪ knowledge about and ability to model writing well of forms.

	<p>changes in time and mood.</p> <p>▷ Write responses to literature that:</p> <ul style="list-style-type: none"> • demonstrate a comprehensive grasp of the significant ideas of literary works. • support important ideas and viewpoints through accurate and detailed references to the text or to other works. • demonstrate awareness of the author's style and an appreciation of the effects created. • identify and assess the impact of ambiguities, nuances, and complexities within the text. • extend writing by changing mood, plot, characterization, or voice. 	<p style="text-align: center;">Appendix</p> <p>Guideline 2: LITERATURE AND READING:</p> <ul style="list-style-type: none"> ▪ knowledge and understanding of theories of reading and of the reading process and of strategies for helping students comprehend a variety of texts well. <p>Guideline 2: WRITING</p> <ul style="list-style-type: none"> ▪ knowledge and understanding of theories of writing and of the writing process and how these relate to currently accepted writing strategies ▪ :knowledge and understanding of the research process and using various technologies as tools of inquiry ▪ knowledge about and ability to model writing well of forms. <p>Guideline 2: INTEGRATION OF ENGLISH/LANGUAGE ARTS (reading, writing, speaking, listening, and thinking) pedagogy should model:</p> <ul style="list-style-type: none"> ▪ integration of English/language arts with other discipline areas for the purposes of interdisciplinary and integrated curriculum development.
	<p>▷ Write expository compositions, including analytical essays and research reports that:</p> <ul style="list-style-type: none"> • gather evidence in support of a thesis (position on the topic), including information on all relevant perspectives. • communicate information and ideas from primary and secondary sources accurately and coherently. • make distinctions between the relative value and significance of specific data, facts, and ideas. • use a variety of reference sources, including word, 	<p style="text-align: center;">Appendix</p> <p>Guideline 2: WRITING</p> <ul style="list-style-type: none"> ▪ knowledge and understanding of theories of writing and of the writing process and how these relate to currently accepted writing strategies ▪ :knowledge and understanding of the research process and using various technologies as tools of inquiry ▪ knowledge about and ability to model writing well of forms. <p>Guideline 2: LANGUAGE AND MEDIA</p>

	<p>pictorial, audio, and Internet sources to locate information in support of a topic.</p> <ul style="list-style-type: none"> • include visual aids by using technology to organize and record information on charts, maps, and graphs. • anticipate and address readers' potential misunderstandings, biases, and expectations. • use technical terms and notations accurately. 	<ul style="list-style-type: none"> ▪ knowledge and understanding of language theory, language acquisition and language development processes, the history of the English language, and the changing nature of language and its different and variant forms, and language appropriateness for various societal contexts. ▪ knowledge and critical understanding of a variety of media and technology forms and how these relate to other oral and written texts. <p>Guideline 2: INTEGRATION OF ENGLISH/LANGUAGE ARTS (reading, writing, speaking, listening, and thinking) pedagogy should model:</p> <ul style="list-style-type: none"> ▪ integration of English/language arts with other discipline areas for the purposes of interdisciplinary and integrated curriculum development.
	<p>D . Write persuasive compositions that:</p> <ul style="list-style-type: none"> • organize ideas and appeals in a sustained and effective fashion with the strongest emotional appeal first and the least powerful one last. • use specific rhetorical (communication) devices to support assertions, such as appealing to logic through reasoning; appealing to emotion or ethical belief; or relating a personal anecdote, case study, or analogy. • clarify and defend positions with precise and relevant evidence, including facts, expert opinions, quotations, expressions of commonly accepted beliefs, and logical reasoning. • address readers' concerns, counterclaims, biases, and expectations. 	<p style="text-align: center;">Appendix</p> <p>Guideline 2: WRITING</p> <ul style="list-style-type: none"> ▪ knowledge and understanding of theories of writing and of the writing process and how these relate to currently accepted writing strategies ▪ :knowledge and understanding of the research process and using various technologies as tools of inquiry ▪ knowledge about and ability to model writing well of forms. <p>Guideline 2: SPEAKING, LISTENING AND NONVERBAL:</p> <ul style="list-style-type: none"> ▪ knowledge and understanding of the importance of interpersonal and group communication skills, especially among different cultures and within the workplace

	<p>▷ .Write business letters that:</p> <ul style="list-style-type: none"> • provide clear and purposeful information and address the intended audience appropriately. • use appropriate vocabulary, tone, and style to take into account the nature of the relationship with, and the knowledge and interests of, the intended audience. • emphasize main ideas or images. • follow a conventional style with page formats, fonts (typeface), and spacing that contribute to the documents' readability and impact. 	<p>Appendix</p> <p>Guideline 2: WRITING</p> <ul style="list-style-type: none"> ▪ knowledge and understanding of theories of writing and of the writing process and how these relate to currently accepted writing strategies ▪ knowledge about and ability to model writing well of forms.
	<p>▷ .Write technical documents, such as a manual on rules of behavior for conflict resolution, procedures for conducting a meeting, or minutes of a meeting that:</p> <ul style="list-style-type: none"> • report information and express ideas logically and correctly. • offer detailed and accurate specifications. • include scenarios, definitions, and examples to aid comprehension. • anticipate readers' problems, mistakes, and misunderstandings. 	<p>Appendix</p> <p>Guideline 2: WRITING</p> <ul style="list-style-type: none"> ▪ knowledge and understanding of theories of writing and of the writing process and how these relate to currently accepted writing strategies ▪ :knowledge and understanding of the research process and using various technologies as tools of inquiry ▪ knowledge about and ability to model writing well of forms. <p>Guideline 2: SPEAKING, LISTENING AND NONVERBAL:</p> <ul style="list-style-type: none"> ▪ knowledge and understanding of the importance of critical and aesthetic listening ▪ knowledge and understanding of the importance of interpersonal and group communication skills, especially among different cultures and within the workplace
	<p>▷ Use varied and expanded vocabulary, appropriate for specific forms and topics.</p>	<p>Appendix</p> <p>Guideline 2: LANGUAGE AND MEDIA</p> <ul style="list-style-type: none"> ▪ knowledge and understanding of language theory, language acquisition and language development processes, the history of the English language, and the changing nature of language and its

		different and variant forms, and language appropriateness for various societal contexts.
	<p>▷ Write for different purposes and audiences, adjusting tone, style, and voice as appropriate.</p>	<p>Appendix</p> <p><i>Guideline 2: WRITING</i></p> <ul style="list-style-type: none"> ▪ knowledge and understanding of theories of writing and of the writing process and how these relate to currently accepted writing strategies ▪ knowledge about and ability to model writing well of forms.
<p><u>Standard 6. WRITING: Written English</u> <u>Language Conventions</u></p>	<p>6.1 Grammar and Mechanical Writing ⇒ Identify and correctly use clauses, both main and subordinate; phrases, including gerund, infinitive, and participial; and the mechanics of punctuation, such as semicolons, colons, ellipses, and hyphens. ⇒ Demonstrate an understanding of sentence construction including parallel structure, subordination, and the proper placement of modifiers and proper English usage including the consistent use of verb tenses.</p>	<p>Appendix</p> <p><i>Guideline 2: LANGUAGE AND MEDIA</i></p> <ul style="list-style-type: none"> ▪ knowledge and understanding of accepted rules of syntax, spelling ,mechanics, and usage especially by the <i>Indiana Academic Standards</i>.
	<p>6.2 Manuscript Form ⇒ Produce legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization. ⇒ Apply appropriate manuscript conventions, including title page presentation, pagination, spacing and margins, and integration of source and support material, by citing sources within the text, using direct quotations, and paraphrasing.</p>	<p>Appendix</p> <p><i>Guideline 2: LANGUAGE AND MEDIA</i></p> <ul style="list-style-type: none"> ▪ knowledge and understanding of language theory, language acquisition and language development processes, the history of the English language, and the changing nature of language and its different and variant forms, and language appropriateness for various societal contexts. ▪ knowledge and understanding of accepted rules of syntax, spelling ,mechanics, and usage especially by the <i>Indiana Academic Standards</i>.

		<ul style="list-style-type: none"> ▪ knowledge and understanding of the formatting and language conventions that are appropriate for various production and performance contexts (e.g., manuscript form for a technology manual, business letter formats, referencing styles).
Standard 7. LISTENING AND SPEAKING: <u>Listening and Speaking Skills,</u> <u>Strategies, and Applications</u>	7.1 Comprehension ⇒ Summarize a speaker's purpose and point of view and ask questions concerning the speaker's content, delivery, and attitude toward the subject.	<p style="text-align: center;">Appendix</p> <p>Guideline 2: SPEAKING, LISTENING AND NONVERBAL:</p> <ul style="list-style-type: none"> ▪ knowledge and understanding of and skills associated with public address, debate, and speaking for a variety of purposes ▪ knowledge and understanding of the importance of critical and aesthetic listening
	7.2 Organization and Delivery of Oral Communication ⇒ Choose appropriate techniques for developing the introduction and conclusion in a speech, including the use of literary quotations, anecdotes (stories about a specific event), or references to authoritative sources.	<p style="text-align: center;">Appendix</p> <p>Guideline 2: SPEAKING, LISTENING AND NONVERBAL:</p> <ul style="list-style-type: none"> ▪ knowledge and understanding of and skills associated with public address, debate, and speaking for a variety of purposes ▪ knowledge and understanding of the importance of critical and aesthetic listening
	⇒ Recognize and use elements of classical speech forms (including the introduction, first and second transitions, body, and conclusion) in formulating rational arguments and applying the art of persuasion and debate.	<p style="text-align: center;">Appendix</p> <p>Guideline 2: SPEAKING, LISTENING AND NONVERBAL:</p> <ul style="list-style-type: none"> ▪ knowledge and understanding of and skills associated with public address, debate, and speaking for a variety of purposes ▪ knowledge and understanding of the importance of critical and aesthetic listening ▪ knowledge and understanding of the importance of interpretation skills

	⇒ Use props, visual aids, graphs, and electronic media to enhance the appeal and accuracy of presentations.	<p>Appendix Guideline 2: SPEAKING, LISTENING AND NONVERBAL:</p> <ul style="list-style-type: none"> ▪ knowledge and understanding of and skills associated with public address, debate, and speaking for a variety of purposes <p>Guideline 2: LANGUAGE AND MEDIA</p> <ul style="list-style-type: none"> ▪ knowledge and critical understanding of a variety of media and technology forms and how these relate to other oral and written texts.
	⇒ Produce concise notes for extemporaneous speeches (speeches delivered without a planned script).	<p>Appendix Guideline 2: SPEAKING, LISTENING AND NONVERBAL:</p> <ul style="list-style-type: none"> ▪ knowledge and understanding of and skills associated with public address, debate, and speaking for a variety of purposes
	⇒ Analyze the occasion and the interests of the audience and choose effective verbal and nonverbal techniques (including voice, gestures, and eye contact) for presentations.	<p>Appendix Guideline 2: SPEAKING, LISTENING AND NONVERBAL:</p> <ul style="list-style-type: none"> ▪ knowledge and understanding of and skills associated with public address, debate, and speaking for a variety of purposes ▪ knowledge and understanding of the importance of interpersonal and group communication skills, especially among different cultures and within the workplace ▪ knowledge and understanding of the importance of interpretation skills
	<p>7.3 Analysis and Evaluation of Oral and Media Communications</p> <p>⇒ Make judgments about the ideas under discussion and support those judgments with convincing evidence.</p>	<p>Appendix Guideline 2: SPEAKING, LISTENING AND NONVERBAL:</p> <ul style="list-style-type: none"> ▪ knowledge and understanding of the importance of critical and aesthetic listening

	⇒ Compare and contrast the ways in which media genres (including televised news, news magazines, documentaries, and online information) cover the same event.	<p>Guideline 2: INTEGRATION OF ENGLISH/LANGUAGE ARTS (reading, writing, speaking, listening, and thinking) pedagogy should model:</p> <ul style="list-style-type: none"> integration of English/language arts with other discipline areas for the purposes of interdisciplinary and integrated curriculum development.
	⇒ Analyze historically significant speeches (such as Franklin Delano Roosevelt’s “Day of Infamy” Speech) to find the rhetorical devices and features that make them memorable.	<p style="text-align: center;">Appendix</p> <p>Guideline 2: SPEAKING, LISTENING AND NONVERBAL:</p> <ul style="list-style-type: none"> knowledge and understanding of the importance of critical and aesthetic listening
	⇒ Assess how language and delivery affect the mood and tone of the oral communication and make an impact on the audience.	<p style="text-align: center;">Appendix</p> <p>Guideline 2: SPEAKING, LISTENING AND NONVERBAL:</p> <ul style="list-style-type: none"> knowledge and understanding of the importance of critical and aesthetic listening <p>Guideline 2: LANGUAGE AND MEDIA</p> <ul style="list-style-type: none"> knowledge and understanding of language theory, language acquisition and language development processes, the history of the English language, and the changing nature of language and its different and variant forms, and language appropriateness for various societal contexts. knowledge and critical understanding of a variety of media and technology forms and how these relate to other oral and written texts.
	⇒ Evaluate the clarity, quality, effectiveness, and general coherence of a speaker’s important points, arguments, evidence, organization of ideas, delivery, choice of words, and use of language.	<p>Guideline 2: LANGUAGE AND MEDIA</p> <ul style="list-style-type: none"> knowledge and understanding of language theory, language acquisition and language development processes, the history of the English language, and the changing nature of language and its different and variant forms, and language appropriateness for various societal contexts.

	⇒ Analyze the types of arguments used by the speaker, including argument by causation, analogy, (comparison), authority, emotion, and logic.	Appendix Guideline 2: SPEAKING, LISTENING AND NONVERBAL: <ul style="list-style-type: none"> ▪ knowledge and understanding of the importance of critical and aesthetic listening
	⇒ Identify the artistic effects of a media presentation and evaluate the techniques used to create them (for example, compare Shakespeare’s Henry V with Kenneth Branagh’s 1990 film version.	Appendix Guideline 2: INTEGRATION OF ENGLISH/LANGUAGE ARTS (reading, writing, speaking, listening, and thinking) pedagogy should model: <ul style="list-style-type: none"> ▪ integration of English/language arts with other discipline areas for the purposes of interdisciplinary and integrated curriculum development.
	7.4 Speaking Applications ▷ a. Deliver narrative (story) presentations that: <ul style="list-style-type: none"> • narrate a sequence of events and communicate their significance to the audience. • locate scenes and incidents in specific places. • describe with specific details the sights, sounds, and smells of a scene and the specific actions, movements, gestures, and feelings of characters. • time the presentation of actions to accommodate time or mood changes. 	Appendix Guideline 2: SPEAKING, LISTENING AND NONVERBAL: <ul style="list-style-type: none"> ▪ knowledge and understanding of and skills associated with public address, debate, and speaking for a variety of purposes ▪ knowledge and understanding of the importance of critical and aesthetic listening ▪ knowledge and understanding of the importance of interpretation skills
	▷ . Deliver expository (informational) presentation that: <ul style="list-style-type: none"> • provide evidence in support of a thesis and related claims, including information on all relevant perspectives. • convey information and ideas from primary and 	Appendix Guideline 2: SPEAKING, LISTENING AND NONVERBAL: <ul style="list-style-type: none"> ▪ knowledge and understanding of and skills associated with public address, debate, and speaking for a variety of purposes ▪ knowledge and understanding of the importance of

	<p>secondary sources accurately and coherently.</p> <ul style="list-style-type: none"> • make distinctions between the relative value and significance of specific data, facts, and ideas. • include visual aids by employing appropriate technology to organize and display information on charts, maps, and graphs. • anticipate and address the listeners' potential misunderstandings, biases, and expectations. • use technical terms and notations accurately. <p>▷ Apply appropriate interviewing techniques that prepare and ask relevant questions.</p> <ul style="list-style-type: none"> • make notes of responses. • use language that conveys maturity, sensitivity, and respect. • respond correctly and effectively to questions. • demonstrate knowledge of the subject or organization. • compile and report responses. • evaluate the effectiveness of the interview. <p>▷ Deliver oral responses to literature that:</p> <ul style="list-style-type: none"> • advance a judgment demonstrating a comprehensive understanding of the significant ideas of works or passages. • support important ideas and viewpoints through accurate and detailed references to the text and to other works. • demonstrate awareness of the author's writing style 	<p>critical and aesthetic listening</p> <p>Guideline 2: LANGUAGE AND MEDIA</p> <ul style="list-style-type: none"> ▪ knowledge and critical understanding of a variety of media and technology forms and how these relate to other oral and written texts. <p>Guideline 2: INTEGRATION OF ENGLISH/LANGUAGE ARTS (reading, writing, speaking, listening, and thinking) pedagogy should model:</p> <ul style="list-style-type: none"> ▪ integration of English/language arts with other discipline areas for the purposes of interdisciplinary and integrated curriculum development. <p style="text-align: center;">Appendix</p> <p>Guideline 2: SPEAKING, LISTENING AND NONVERBAL:</p> <ul style="list-style-type: none"> ▪ knowledge and understanding of and skills associated with public address, debate, and speaking for a variety of purposes ▪ knowledge and understanding of the importance of interpersonal and group communication skills, especially among different cultures and within the workplace <p style="text-align: center;">Appendix</p> <p>Guideline 2: SPEAKING, LISTENING AND NONVERBAL:</p> <ul style="list-style-type: none"> ▪ knowledge and understanding of and skills associated with public address, debate, and speaking for a variety of purposes <p>Guideline 2: LITERATURE AND READING:</p> <ul style="list-style-type: none"> ▪ knowledge and understanding of critical theories of interpreting written texts and skills to interpret such texts
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	<p>and an appreciation of the effects created.</p> <ul style="list-style-type: none"> • identify and assess the impact of ambiguities, nuances, and complexities within the text. 	<ul style="list-style-type: none"> ▪ knowledge and understanding of theories of reading and of the reading process and of strategies for helping students comprehend a variety of texts well. <p>Guideline 2: WRITING</p> <ul style="list-style-type: none"> ▪ knowledge and understanding of theories of writing and of the writing process and how these relate to currently accepted writing strategies. <p>Guideline 2: LANGUAGE AND MEDIA</p> <ul style="list-style-type: none"> ▪ knowledge and understanding of language theory, language acquisition and language development processes, the history of the English language, and the changing nature of language and its different and variant forms, and language appropriateness for various societal contexts.
	<p>D . Deliver persuasive arguments (including evaluation and analysis of problems and solutions and causes and effects) that:</p> <ul style="list-style-type: none"> • structure ideas and arguments in a coherent, logical fashion. • use speech devices to support assertions (such as by appeal to logic through reasoning; by appeal to emotion or ethical belief; or by use of personal anecdote, case study, or analogy). • clarify and defend positions with precise and relevant evidence, including facts, expert opinions, quotations, expressions of commonly accepted beliefs, and logical reasoning. • anticipate and address the listeners’ concerns and counter arguments. 	<p style="text-align: center;">Appendix</p> <p>Guideline 2: SPEAKING, LISTENING AND NONVERBAL:</p> <ul style="list-style-type: none"> ▪ knowledge and understanding of and skills associated with public address, debate, and speaking for a variety of purposes ▪ knowledge and understanding of the importance of critical and aesthetic listening
	<p>D Deliver descriptive presentations that:</p> <ul style="list-style-type: none"> • establish a clear point of view on the subject of the presentation. • establish the relationship with the subject of the 	<p style="text-align: center;">Appendix</p> <p>Guideline 2: SPEAKING, LISTENING AND NONVERBAL:</p> <ul style="list-style-type: none"> ▪ knowledge and understanding of and skills associated with public address, debate, and

	<p>presentation (whether the presentation is made as an uninvolved observer or by someone who is personally involved).</p> <ul style="list-style-type: none"> • use effective, factual descriptions of appearance, concrete images, shifting perspectives, and sensory details. 	speaking for a variety of purposes
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STANDARDS OVERVIEW ACTIVITY: *What Indiana's students & teachers need to know and be able to do in ELA.*

	11 th Grade Student Standard	Teacher Preparation Standard
<u>Standard 1. READING: Word Recognition, Fluency, and Vocabulary Development</u>	1.1 Vocabulary and Concept Development ⇒ Trace the history of significant terms used in political science and history. ⇒ Apply knowledge of Greek, Latin, and Anglo-Saxon roots and word parts to draw inferences about the meaning of scientific and mathematical terminology. ⇒ Analyze the meaning of analogies encountered, analyzing specific comparisons as well as relationships and inferences.	The Adolescence and Young Adulthood English/language arts teacher's content background should include: Appendix Guideline 2: LITERATURE AND READING: <ul style="list-style-type: none"> reading and understanding a variety of British works and their English/language arts relationship history of the English language Guideline 2: LANGUAGE AND MEDIA <ul style="list-style-type: none"> knowledge and understanding of language theory, the language acquisition and language development processes, the history of the English language, and the changing nature of language and its different and variant forms, and language appropriateness for various societal contexts;
<u>Standard 2. READING: Reading Comprehension (Focus on Informational Materials)</u>	2.1 Structural Features of Informational and Technical Materials ⇒ Analyze both the features and the rhetorical (communication) devices of different types of public documents, such as policy statements, speeches, or debates, and the way in which authors use those features and devices.	Appendix Guideline 2: LITERATURE AND READING: <ul style="list-style-type: none"> reading and understanding a wide variety of literature and literary devices/strategies across the genres of poetry, novels, short stories, drama, biography, autobiography, essays, and other non-fiction types of works including technical and informational texts. knowledge and understanding of critical theories of interpreting written texts and skills to interpret such texts knowledge and understanding of theories of

		<p>reading and of the reading process and of strategies for helping students comprehend a variety of texts well.</p> <p>Guideline 2: LANGUAGE AND MEDIA</p> <ul style="list-style-type: none"> ▪ knowledge and critical understanding of a variety of media and technology forms and how these relate to other oral and written texts.
	<p>2.2 Comprehension and Analysis of Grade-Level-Appropriate Text</p> <p>⇒ Analyze the way in which clarity of meaning is affected by the patterns of organization, repetition of the main ideas, organization of language, and word choice in the text.</p> <p>⇒ Verify and clarify facts presented in several types of expository texts by using a variety of consumer, workplace, and public documents.</p> <p>⇒ Make reasonable assertions about an author's arguments by using elements of the text to defend and clarify interpretations.</p> <p>⇒ Analyze an author's implicit and explicit assumptions and beliefs about a subject.</p>	<p style="text-align: center;">Appendix</p> <p>Guideline 2: LITERATURE AND READING:</p> <ul style="list-style-type: none"> ▪ knowledge and understanding of critical theories of interpreting written texts and skills to interpret such texts ▪ knowledge and understanding of theories of reading and of the reading process and of strategies for helping students comprehend a variety of texts well. <p>Guideline 2: LANGUAGE AND MEDIA</p> <ul style="list-style-type: none"> ▪ knowledge and critical understanding of a variety of media and technology forms and how these relate to other oral and written texts. <p>Guideline 2: INTEGRATION OF ENGLISH/LANGUAGE ARTS</p> <p>(reading, writing, speaking, listening, and thinking) pedagogy should model:</p> <ul style="list-style-type: none"> ▪ integration of English/language arts with other discipline areas for the purposes of interdisciplinary and integrated curriculum development.
	<p>2.3 Expository (Informational) Critique</p> <p>⇒ Critique the power, validity, and truthfulness of arguments set forth in public documents; their appeal to both friendly and hostile audiences; and the extent to which the arguments anticipate and address reader concerns and counterclaims.</p>	<p style="text-align: center;">Appendix</p> <p>Guideline 2: LITERATURE AND READING:</p> <ul style="list-style-type: none"> ▪ knowledge and understanding of critical theories of interpreting written texts and skills to interpret such texts

<p><u>Standard 3. READING: Literary Response and Analysis</u></p>	<p>3.1 Structural Features of Literature ⇒ Analyze characteristics of subgenres, types of writings such as satire, parody, allegory, and pastoral that are used in poetry, prose, plays, novels, short stories, essays, and other basic genres.</p> <ul style="list-style-type: none"> • Satire: using humor to point out weaknesses of people and society. • Parody: using humor to imitate or mock a person or situation. • Allegory: using fictional figures and actions to express truths about human experiences. • Pastoral: showing life in the country in an idealistic and not necessarily realistic way. 	<p>Appendix Guideline 2: LITERATURE AND READING:</p> <ul style="list-style-type: none"> ▪ reading and understanding a wide variety of literature and literary devices/strategies across the genres of poetry, novels, short stories, drama, biography, autobiography, essays, and other non-fiction types of works including technical and informational texts. ▪ knowledge and understanding of critical theories of interpreting written texts and skills to interpret such texts ▪ knowledge and understanding of theories of reading and of the reading process and of strategies for helping students comprehend a variety of texts well.
	<p>3.2 Narrative Analysis of Grade-Level-Appropriate Text ⇒ Analyze the way in which the theme or meaning of a selection represents a view or comment on life, using textual evidence to support the claim. ⇒ Analyze the ways in which irony, tone, mood, the author's style, and the "sound" of language achieve specific rhetorical (communication) or aesthetic (artistic) purposes or both. ⇒ Analyze ways in which poets use imagery, personification, figures of speech, and sounds to evoke readers' emotions. ⇒ Analyze recognized works of American literature representing a variety of genres and traditions that:</p> <ul style="list-style-type: none"> • trace the development of the major periods of 	<p>Appendix Guideline 2: LITERATURE AND READING:</p> <ul style="list-style-type: none"> ▪ reading and understanding a wide variety of literature and literary devices/strategies across the genres of poetry, novels, short stories, drama, biography, autobiography, essays, and other non-fiction types of works including technical and informational texts. ▪ knowledge and understanding of critical theories of interpreting written texts and skills to interpret such texts ▪ reading and understanding a diversity of American literature ▪ knowledge and understanding of theories of reading and of the reading process and of

	<p>American literature.</p> <ul style="list-style-type: none"> • contrast the major themes, styles, and trends in different periods. • evaluate the influences (philosophical, political, religious, ethical, and social) of the historical period for a given novel that shaped the characters, plot, and setting. <p>⇒ Analyze the way in which authors have used archetypes (models or patterns) drawn from myth and tradition in literature, film, political speeches, and religious writings.</p>	<p>strategies for helping students comprehend a variety of texts well.</p> <p>Guideline 2: INTEGRATION OF ENGLISH/LANGUAGE ARTS (reading, writing, speaking, listening, and thinking) pedagogy should model:</p> <ul style="list-style-type: none"> ▪ integration of English/language arts with other discipline areas for the purposes of interdisciplinary and integrated curriculum development.
	<p>3.3 Literary Criticism</p> <p>⇒ Analyze the clarity and consistency of political assumptions in a selection of literary works or essays on a topic.</p> <p>⇒ Analyze the philosophical arguments presented in literary works to determine whether the authors' positions have contributed to the quality of each work and the credibility of the characters.</p>	<p style="text-align: center;">Appendix</p> <p>Guideline 2: LITERATURE AND READING:</p> <ul style="list-style-type: none"> ▪ reading and understanding a wide variety of literature and literary devices/strategies across the genres of poetry, novels, short stories, drama, biography, autobiography, essays, and other non-fiction types of works including technical and informational texts. ▪ knowledge and understanding of critical theories of interpreting written texts and skills to interpret such texts <p>Guideline 2: INTEGRATION OF ENGLISH/LANGUAGE ARTS (reading, writing, speaking, listening, and thinking) pedagogy should model:</p> <ul style="list-style-type: none"> ▪ integration of English/language arts with other discipline areas for the purposes of interdisciplinary and integrated curriculum development.
<p><u>Standard 4: WRITING: Writing Process</u></p>		<p style="text-align: center;">Appendix</p> <p>Guideline 2: WRITING</p>

	<p>4.1 Organization and Focus ⇒ Discuss ideas for writing with classmates, teachers, and other writers. ⇒ Demonstrate an understanding of the elements of discourse, such as purpose, speaker, audience, and form, when completing narrative, expository, persuasive, or descriptive writing assignments. ⇒ Use point of view, characterization, style, and related elements for specific rhetorical (communication) and aesthetic (artistic) purposes. ⇒ Structure ideas and arguments in a sustained and persuasive way and support them with precise and relevant examples. ⇒ Enhance meaning by using rhetorical devices, including the extended use of parallelism, repetition, and analogy and the issuance of a call for action. ⇒ Use language in creative and vivid ways to establish a specific tone.</p>	<ul style="list-style-type: none"> ▪ knowledge and understanding of theories of writing and of the writing process and how these relate to currently accepted writing strategies ▪ :knowledge and understanding of the research process and using various technologies as tools of inquiry ▪ knowledge about and ability to model writing well in a variety of forms. <p>Guideline 2: LANGUAGE AND MEDIA</p> <ul style="list-style-type: none"> ▪ knowledge and understanding of language theory, the language acquisition and language development processes, the history of the English language, and the changing nature of language and its different and variant forms, and language appropriateness for various societal contexts.
	<p>4.2 Research and Technology ⇒ Develop presentations by using clear research questions and creative and critical research strategies, such as field studies, oral histories, interviews, experiments, and Internet sources. ⇒ Use systematic strategies to organize and record information, such as anecdotal scripting or annotated bibliographies. ⇒ Use a computer to integrate databases, pictures and graphics, and spreadsheets into word-processed documents.</p> <p>4.3 Evaluation and Revision ⇒ Review, evaluate, and revise writing for meaning, clarity, achievement of purpose, and mechanics. ⇒ Edit and proofread one's own writing, as well as</p>	<p style="text-align: center;">Appendix</p> <p>Guideline 2: WRITING</p> <ul style="list-style-type: none"> ▪ knowledge and understanding of theories of writing and of the writing process and how these relate to currently accepted writing strategies ▪ :knowledge and understanding of the research process and using various technologies as tools of inquiry ▪ knowledge about and ability to model writing well in a variety of forms. <p>Guideline 2: LANGUAGE AND MEDIA</p> <ul style="list-style-type: none"> ▪ knowledge and understanding of language theory, including the language acquisition and language development processes, the history of the English language, and the changing nature of language and its different and variant forms, and language appropriateness for various societal contexts. ▪ knowledge and understanding of accepted

	<p>that of others, using an editing checklist. ⇒ Revise text to highlight the individual voice, improve sentence variety and style, and enhance subtlety of meaning and tone in ways that are consistent with the purpose, audience, and form of writing.</p>	<p>rules of grammar, syntax, spelling ,mechanics, and especially as identified by the <i>Indiana Academic Standards</i>.</p> <ul style="list-style-type: none"> ▪ knowledge and critical understanding of a variety of media and technology forms and how these relate to other oral and written texts.
<p><u>Standard 5. WRITING: Writing Applications</u></p>	<p>5.1 Different Types of Writing and Their Characteristics ▷ Write fictional, autobiographical, or biographical narratives that:</p> <ul style="list-style-type: none"> • narrate a sequence of events and communicate their significance to the audience. • locate scenes and incidents in specific places. • describe with specific details the sights, sounds, and smells of a scene and the specific actions, movements, gestures, and feelings of the characters; use interior monologue (what the character says silently to self) to show the character’s feelings. • pace the presentation of actions to accommodate changes in time and mood. <p>▷ Write responses to literature that:</p> <ul style="list-style-type: none"> • demonstrate a comprehensive understanding of the significant ideas in works or passages. • analyze the use of imagery, language, universal themes, and unique aspects of the text. • support important ideas and viewpoints through accurate and detailed references to the text and to other works. • demonstrate an understanding of the author’s style and an appreciation of the effects created. 	<p style="text-align: center;">Appendix</p> <p>Guideline 2: WRITING</p> <ul style="list-style-type: none"> ▪ knowledge and understanding of theories of writing and of the writing process and how these relate to currently accepted writing strategies ▪ knowledge about and ability to model writing well in a variety of forms.
		<p style="text-align: center;">Appendix</p> <p>Guideline 2: LITERATURE AND READING:</p> <ul style="list-style-type: none"> ▪ knowledge and understanding of critical theories of interpreting written texts and skills to interpret such texts <p>Guideline 2: WRITING</p> <ul style="list-style-type: none"> ▪ knowledge and understanding of theories of writing and of the writing process and how these relate to currently accepted writing strategies ▪ knowledge and understanding of the research process and using various technologies as tools of inquiry

	<ul style="list-style-type: none"> • identify and assess the impact of perceived ambiguities, nuances, and complexities within the text. <p>D .Write reflective compositions that:</p> <ul style="list-style-type: none"> • explore the significance of personal experiences, events, conditions, or concerns by using rhetorical strategies, including narration, description, exposition, and persuasion. • draw comparisons between specific incidents and broader themes that illustrate the writer’s important beliefs or generalizations about life. • maintain a balance in describing individual incidents and relate those incidents to more general and abstract ideas. 	<ul style="list-style-type: none"> ▪ knowledge about and ability to model writing well in a variety of forms. <p>Guideline 2: INTEGRATION OF ENGLISH/LANGUAGE ARTS (reading, writing, speaking, listening, and thinking) pedagogy should model:</p> <ul style="list-style-type: none"> ▪ integration of English/language arts with other discipline areas for the purposes of interdisciplinary and integrated curriculum development. <p style="text-align: center;">Appendix</p> <p>Guideline 2: LITERATURE AND READING:</p> <ul style="list-style-type: none"> ▪ knowledge and understanding of theories of reading and of the reading process and of strategies for helping students comprehend a variety of texts well. <p>Guideline 2: WRITING</p> <ul style="list-style-type: none"> ▪ knowledge and understanding of theories of writing and of the writing process and how these relate to currently accepted writing strategies ▪ :knowledge and understanding of the research process and using various technologies as tools of inquiry ▪ knowledge about and ability to model writing well of forms. <p>Guideline 2: INTEGRATION OF ENGLISH/LANGUAGE ARTS (reading, writing, speaking, listening, and thinking) pedagogy should model:</p> <ul style="list-style-type: none"> ▪ integration of English/language arts with other discipline areas for the purposes of interdisciplinary and integrated curriculum development.
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	<p>▷ Write historical investigation reports that:</p> <ul style="list-style-type: none"> • use exposition, narration, description, argumentation, or some combination of rhetorical strategies to support the main argument. • analyze several historical records of a single event, examining critical relationships between elements of the topic. • explain the perceived reasons for the similarities and differences in historical records with information derived from primary and secondary sources to support or enhance the presentation. • include information from all relevant perspectives and take into consideration the validity and reliability of sources. • insert a formal bibliography. <p>▷ Write job applications and resumes that:</p> <ul style="list-style-type: none"> • provide clear and purposeful information and address the intended audience appropriately. • use varied levels, patterns, and types of language to achieve intended effects and aid comprehension. • modify the tone to fit the purpose and audience. • follow the conventional style for that type of document (a resume or cover letter of application) and use page formats, fonts (typeface), and spacing that contribute to the readability and impact of the document. 	<p style="text-align: center;">Appendix</p> <p>Guideline 2: LITERATURE AND READING:</p> <ul style="list-style-type: none"> ▪ knowledge and understanding of critical theories of interpreting written texts and skills to interpret such texts <p>Guideline 2: WRITING</p> <ul style="list-style-type: none"> ▪ knowledge and understanding of theories of writing and of the writing process and how these relate to currently accepted writing strategies ▪ knowledge and understanding of the research process and using various technologies as tools of inquiry ▪ knowledge about and ability to model writing well in a variety of forms. <p>Guideline 2: INTEGRATION OF ENGLISH/LANGUAGE ARTS (reading, writing, speaking, listening, and thinking) pedagogy should model:</p> <ul style="list-style-type: none"> ▪ integration of English/language arts with other discipline areas for the purposes of interdisciplinary and integrated curriculum development. <p style="text-align: center;">Appendix</p> <p>Guideline 2: WRITING</p> <ul style="list-style-type: none"> ▪ knowledge and understanding of theories of writing and of the writing process and how these relate to currently accepted writing strategies ▪ knowledge about and ability to model writing well in a variety of forms. <p>Guideline 2: LANGUAGE AND MEDIA</p> <ul style="list-style-type: none"> ▪ knowledge and understanding of language theory, the language acquisition and language development processes, the history of the English and the changing nature of language and its
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		<p>different and variant forms, and language appropriateness for various societal contexts.</p> <ul style="list-style-type: none"> ▪ knowledge and understanding of accepted rules of grammar, syntax, spelling ,mechanics, and usage especially as identified by the <i>Indiana Academic Standards</i>. ▪ knowledge and critical understanding of a variety of media and technology forms and how these relate to other oral and written texts.
	<p>▷ Use varied and extended vocabulary, appropriate for specific forms and topics.</p>	<p style="text-align: center;">Appendix</p> <p><i>Guideline 2: LANGUAGE AND MEDIA</i></p> <ul style="list-style-type: none"> ▪ knowledge and understanding of language theory, the language acquisition and language developme processes, the history of the English language, and the changing nature of language and its different and variant forms, and language appropriateness for various societal contexts.
	<p>▷ Use precise technical or scientific language when appropriate for topic and audience.</p>	<p style="text-align: center;">Appendix</p> <p><i>Guideline 2: LANGUAGE AND MEDIA</i></p> <ul style="list-style-type: none"> ▪ knowledge and understanding of language theory, the language acquisition and language developme processes, the history of the English language, and the changing nature of language and its different and variant forms, and language appropriateness for various societal contexts.
	<p>▷ Deliver multimedia presentations that:</p> <ul style="list-style-type: none"> • combine text, images, and sound and draw information from many sources, including television broadcasts, videos, films, newspapers, magazines, CD-Roms, the Internet, and electronic media-generated images. • select an appropriate medium for each element of 	<p><i>Guideline 2: LANGUAGE AND MEDIA</i></p> <ul style="list-style-type: none"> ▪ knowledge and critical understanding of a variety of media and technology forms and how these relate to other oral and written texts. <p><i>Guideline 2: WRITING</i></p> <ul style="list-style-type: none"> ▪ knowledge about and ability to model writing

	<p>the presentation.</p> <ul style="list-style-type: none"> • use the selected media skillfully, editing appropriately, and monitoring for quality. • test the audience's response and revise the presentation accordingly. 	<p>well in a variety of forms.</p> <p>Guideline 2: SPEAKING, LISTENING AND NONVERBAL:</p> <ul style="list-style-type: none"> ▪ knowledge and understanding of the importance of interpersonal and group communication skills, especially among different cultures and within the workplace
<p><u>Standard 6. WRITING: Written English Language Conventions</u></p>	<p>6.1 Students Write Using Standard English Conventions</p> <p>⇒ Demonstrate control of grammar, diction, paragraph and sentence structure, and an understanding of English usage.</p> <p>⇒ Produce writing that shows accurate spelling and correct punctuation and capitalization.</p> <p>⇒ Apply appropriate manuscript conventions in writing including title page presentation, pagination, spacing and margins, and integration of source and support material, by citing sources within the text, using direct quotations, and paraphrasing.</p>	<p>Appendix</p> <p>Guideline 2: LANGUAGE AND MEDIA</p> <ul style="list-style-type: none"> ▪ knowledge and understanding of language theory, the language acquisition and language development processes, the history of the English language, and the changing nature of language variant forms, and language appropriateness for various societal contexts. ▪ knowledge and understanding of accepted rules of syntax, spelling, mechanics, and usage especially by the <i>Indiana Academic Standards</i>. ▪ knowledge and understanding of the formatting and language conventions that are appropriate for various production and performance contexts (e.g., manuscript form for a technology manual, business letter formats, referencing styles).
<p><u>Standard 7. LISTENING AND SPEAKING: Listening and Speaking Skills, Strategies, and Applications</u></p>	<p>7.1 Comprehension</p> <p>⇒ Summarize a speaker's purpose and point of view and ask questions to draw interpretations of the speaker's content and attitude toward the subject.</p>	<p>Appendix</p> <p>Guideline 2: SPEAKING, LISTENING AND NONVERBAL:</p> <ul style="list-style-type: none"> ▪ knowledge and understanding of and skills associated with public address, debate, and speaking for a variety of purposes ▪ knowledge and understanding of the importance of critical and aesthetic listening

	<p>7.2 Organization and Delivery of Oral Communication</p> <p>⇒ Use rhetorical questions (questions asked for effect without an expected answer), parallel structure, concrete images, figurative language, characterization, irony, and dialogue to achieve clarity, force, and artistic effect.</p> <p>⇒ Distinguish between and use various forms of logical arguments, including:</p> <ul style="list-style-type: none"> • inductive arguments (arguments that are highly likely, such as <i>All of these pears are from that basket and all of these pears are ripe, so all of the pears in the basket are ripe</i>) and deductive arguments (arguments that are necessary conclusions based on the evidence, such as <i>If all men are mortal and he is a man, then he is mortal</i>). • syllogisms and analogies (assumptions that if two things are similar in some ways then they are probably similar in others). <p>⇒ Use logical, ethical, and emotional appeals that enhance a specific tone and purpose.</p> <p>⇒ Use appropriate rehearsal strategies to pay attention to performance details, achieve command of the text, and create skillful artistic staging.</p> <p>⇒ Use effective and interesting language, including informal expressions for effect, Standard English for clarity, and technical language for specificity.</p> <p>⇒ Use research and analysis to justify strategies for gesture, movement, and vocalization, including dialect, pronunciation, and enunciation.</p> <p>⇒ Evaluate when to use different kinds of effects (including visuals, music, sound, and graphics) to create effective productions.</p>	<p style="text-align: center;">Appendix</p> <p>Guideline 2: SPEAKING, LISTENING AND NONVERBAL:</p> <ul style="list-style-type: none"> ▪ knowledge and understanding of and skills associated with public address, debate, and speaking for a variety of purposes ▪ knowledge and understanding of the importance of critical and aesthetic listening ▪ knowledge and understanding of the importance of oral interpretation skills ▪ knowledge and understanding of the importance that enactments (informal drama) have in English/language arts relation to language growth. <p>Guideline 2: language and media</p> <ul style="list-style-type: none"> ▪ knowledge and understanding of language theory, the language acquisition and language development processes, the history of the English language, and the changing nature of language variant forms, and language appropriateness for various societal contexts. ▪ knowledge and critical understanding of a variety of media and technology forms and how these relate to other oral and written texts.
	<p>7.3 Analysis and Evaluation of Oral and Media</p>	<p style="text-align: center;">Appendix</p> <p>Guideline 2: SPEAKING, LISTENING AND NONVERBAL:</p>

	<p>Communications</p> <p>⇒ Analyze strategies used by the media to inform, persuade, entertain, and transmit culture (including advertisements; perpetuation of stereotypes; and the use of visual representations, special effects, and language.</p> <p>⇒ Analyze the impact of the media on the democratic process (including exerting influence on elections, creating images of leaders, and shaping attitudes) at the local, state, and national levels.</p> <p>⇒ Interpret and evaluate the various ways in which events are presented and information is communicated by visual image-makers (such as graphic artists, documentary filmmakers, illustrators, and news photographers.</p> <p>⇒ Critique a speaker's use of words and language in relation to the purpose of an oral communication and the impact the words may have on the audience.</p> <p>⇒ Identify logical fallacies used in oral addresses including <i>ad hominem</i> (appealing to the audience's feelings or prejudices), false causality (falsely identifying the causes of some effect), red herring (distracting attention from the real issue), overgeneralization, bandwagon effect (attracting the audience based on the show rather than the substance of the presentation).</p> <p>⇒ Analyze the four basic types of persuasive speech (propositions of fact, value, problem, and policy) and understand the similarities and differences in their patterns of organization and the use of persuasive language, reasoning, and proof.</p> <p>⇒ Analyze the techniques used in media messages for a particular audience and evaluate their effectiveness (for example, Orson Welles' radio broadcast <i>War of the Worlds</i>).</p>	<ul style="list-style-type: none"> ▪ knowledge and understanding of and skills associated with public address, debate, and speaking for a variety of purposes ▪ knowledge and understanding of the importance of critical and aesthetic listening ▪ knowledge and understanding of the importance of oral interpretation skills <p>Guideline 2: LANGUAGE AND MEDIA</p> <ul style="list-style-type: none"> ▪ knowledge and understanding of language theory, the language acquisition and language development processes, the history of the English language, and the changing nature of language variant forms, and language appropriateness for various societal contexts. ▪ knowledge and understanding of accepted rules of syntax, spelling ,mechanics, and usage especially by the <i>Indiana Academic Standards</i>. ▪ knowledge and understanding of the formatting and language conventions that are appropriate for various production and performance contexts (e.g., manuscript form for a technology manual, business letter formats, referencing styles). <p>Guideline 2: INTEGRATION OF ENGLISH/LANGUAGE ARTS</p> <p>(reading, writing, speaking, listening, and thinking) pedagogy should model:</p> <ul style="list-style-type: none"> ▪ integration of English/language arts with other discipline areas for the purposes of interdisciplinary and integrated curriculum development.

	<p>7.4 Speaking Applications</p> <p>▷ Deliver reflective presentations that:</p> <ul style="list-style-type: none"> • explore the significance of personal experiences, events, conditions, or concerns, using appropriate speech strategies, including narration, description, exposition, and persuasion. • draw comparisons between the specific incident and broader themes to illustrate beliefs or generalizations about life. • maintain a balance between describing the incident and relating it to more general, abstract ideas. <p>▷ Deliver oral reports on historical investigations that:</p> <ul style="list-style-type: none"> • use exposition, narration, description, persuasion, or some combination of those to support the thesis (the position on the topic). • analyze several historical records of a single event, examining each perspective on the event. • describe similarities and differences between research sources, using information derived from primary and secondary sources to support the presentation. • include information on all relevant perspectives and consider the validity (accuracy and truthfulness) and reliability (consistency) of sources. <p>▷ Deliver oral responses to literature that:</p> <ul style="list-style-type: none"> • demonstrate a comprehensive understanding of the significant ideas of literary works and make assertions about the text that are reasonable and supportable. • present an analysis of the imagery, language, universal themes, and unique aspects of the text through the use of speech strategies, including narration, description, persuasion, exposition, or a combination of those strategies. • support important ideas and viewpoints through specific references to the text and to other works. • demonstrate an awareness of the author's style and an appreciation of the effects created. • identify and assess the impact of ambiguities, 	<p style="text-align: center;">Appendix</p> <p>Guideline 2: SPEAKING, LISTENING AND NONVERBAL:</p> <ul style="list-style-type: none"> ▪ knowledge and understanding of and skills associated with public address, debate, and speaking for a variety of purposes ▪ knowledge and understanding of the importance of critical and aesthetic listening ▪ knowledge and understanding of the importance of interpersonal and group communication skills, especially among different cultures and within the workplace ▪ knowledge and understanding of the importance of oral interpretation skills ▪ knowledge and understanding of the importance that enactments (informal drama) have in English/language arts relation to language growth. <p>Guideline 2: LANGUAGE AND MEDIA</p> <ul style="list-style-type: none"> ▪ knowledge and understanding of language theory, the language acquisition and language development processes, the history of the English language, and the changing nature of language variant forms, and language appropriateness for various societal contexts. ▪ knowledge and understanding of the formatting and language conventions that are appropriate for various production and performance contexts (e.g., manuscript form for a technology manual, business letter formats, referencing styles).
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	<p>nuances, and complexities within the text.</p> <p>▷ Deliver multimedia presentations that:</p> <ul style="list-style-type: none"> • combine text, images, and sound by incorporating information from a wide range of media, including films, newspapers, magazines, CD-Roms, online information, television, videos, and electronic media-generated images. • select an appropriate medium for each element of the presentation. • use the selected media skillfully, editing appropriately and monitoring for quality. • test the audience's response and revise the presentation accordingly. <p>▷ Recite poems, selections from speeches, or dramatic soliloquies with attention to performance details to achieve clarity, force, and aesthetic effect and to demonstrate an understanding of the meaning (for example, stage a presentation of Hamlet's soliloquy "To Be or Not to Be").</p>	
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STANDARDS OVERVIEW ACTIVITY: What Indiana’s students & teachers need to know and be able to do in ELA.

	12 th Grade Student Standard	Teacher Preparation Standard
<p><u>Standard 1. READING: Word Recognition, Fluency, and Vocabulary Development</u></p>	<p>1.1 Vocabulary and Concept Development ⇒ Understand unfamiliar words based on characters or themes in literature or on historical events. ⇒ Apply knowledge of Greek, Latin, and Anglo-Saxon roots and word parts to draw inferences about new words that have been created in the fields of Science and math (<i>gene slicing, genetic engineering</i>). ⇒ Analyze the meaning of analogies encountered, analyzing specific comparisons as well as relationships and inferences.</p>	<p>The Adolescence and Young Adulthood English/language arts teacher's content background should include:</p> <p style="text-align: center;">Appendix</p> <p>Guideline 2: LITERATURE AND READING:</p> <ul style="list-style-type: none"> ▪ reading and understanding a variety of British works and their English/language arts relationship to the history of the English language <p>Guideline 2: LANGUAGE AND MEDIA</p> <ul style="list-style-type: none"> ▪ knowledge and understanding of language theory, the language acquisition and language development processes, the history of the English language, and the changing nature of language and its different and variant forms, and language appropriateness for various societal contexts.
<p><u>Standard 2. READING: Reading Comprehension (Focus on Informational Materials)</u></p>	<p>2.1 Structural Features of Informational and Technical Materials ⇒ Analyze both the features and the rhetorical (communication) devices of different types of public documents, such as policy statements, speeches, or debates, and the way in which authors use those features and devices.</p>	<p style="text-align: center;">Appendix</p> <p>Guideline 2: LITERATURE AND READING:</p> <ul style="list-style-type: none"> ▪ reading and understanding a wide variety of literature and literary devices/strategies across the genres of poetry, novels, short stories, drama, biography, autobiography, essays, and other non-fiction types of works including technical and informational texts. ▪ knowledge and understanding of critical theories of interpreting written texts and skills to interpret such texts ▪ knowledge and understanding of theories of reading and of the reading process and of strategies for helping students comprehend a

		variety of texts well.
	<p>2.2 Comprehension and Analysis of Grade-Level-Appropriate Text</p> <p>⇒ Analyze the way in which clarity of meaning is affected by the patterns of organization, repetition of the main ideas, organization of language, and word choice in the text.</p> <p>⇒ Verify and clarify facts presented in several types of expository texts by using a variety of consumer, workplace, and public, and historical documents.</p> <p>⇒ Make reasonable assertions about an author's arguments by using hypothetical situations or elements of the text to defend and clarify interpretations.</p> <p>⇒ Analyze an author's implicit and explicit assumptions and beliefs about a subject.</p>	<p>Appendix</p> <p>Guideline 2: LITERATURE AND READING:</p> <ul style="list-style-type: none"> ▪ reading and understanding a wide variety of literature and literary devices/strategies across the genres of poetry, novels, short stories, drama, biography, autobiography, essays, and other non-fiction types of works including technical and informational texts. ▪ knowledge and understanding of critical theories of interpreting written texts and skills to interpret such texts ▪ knowledge and understanding of theories of reading and of the reading process and of strategies for helping students comprehend a variety of texts well.
	<p>2.3 Expository (Informational) Critique</p> <p>⇒ Critique the power, validity, and truthfulness of arguments set forth in public documents; their appeal to both friendly and hostile audiences; and the extent to which the arguments anticipate and address reader concerns and counterclaims.</p>	<p>Appendix</p> <p>Guideline 2: LITERATURE AND READING:</p> <ul style="list-style-type: none"> ▪ knowledge and understanding of critical theories of interpreting written texts and skills to interpret such texts
Standard 3. <u>READING: Literary Response and Analysis</u>	<p>3.1 Structural Features of Literature</p> <p>⇒ Evaluate characteristics of subgenres, types of writing such as satire, parody, allegory, and pastoral that are used in poetry, prose, plays, novels, short stories, essays, and other basic genres.</p> <ul style="list-style-type: none"> • Satire: using humor to point out weaknesses of people and society. 	<p>Appendix</p> <p>Guideline 2: LITERATURE AND READING:</p> <ul style="list-style-type: none"> ▪ reading and understanding a wide variety of literature and literary devices/strategies across the genres of poetry, novels, short stories, drama, biography, autobiography, essays, and other non-fiction types of works including technical and informational texts.

	<ul style="list-style-type: none"> • Parody: using humor to imitate or mock a person or situation. • Allegory: using of fictional figures and actions to express truths about human experiences. • Pastoral: showing life in the country in an idealistic and not necessarily realistic way. 	<ul style="list-style-type: none"> ▪ knowledge and understanding of critical theories of interpreting written texts and skills to interpret such texts ▪ knowledge and understanding of theories of reading and of the reading process and of strategies for helping students comprehend a variety of texts well. <p>Guideline 2: INTEGRATION OF ENGLISH/LANGUAGE ARTS (reading, writing, speaking, listening, and thinking) pedagogy should model:</p> <ul style="list-style-type: none"> ▪ integration of English/language arts with other discipline areas for the purposes of interdisciplinary and integrated curriculum development.
	<p>3.2 Narrative Analysis of Grade-Level-Appropriate Text</p> <p>⇒ Evaluate the way in which the theme or meaning of a selection represents a view or comment on life, using textual evidence to support the claim.</p> <p>⇒ Analyze the ways in which irony, tone, mood, the author's style, and the "sound" of language achieve specific rhetorical or aesthetic purposes or both.</p> <p>⇒ Analyze the ways in which poets use imagery, personification, figures of speech, and sounds to evoke readers' emotions.</p> <p>⇒ Analyze recognized works of British literature representing a variety of genres and traditions that:</p> <ul style="list-style-type: none"> • trace the development of British literature. • contrast the major themes, styles, and trends in each period. • evaluate the influences (philosophical, political, religious, ethical, and social) of the historical period for a given novel that shaped the characters, plot, and setting. 	<p style="text-align: center;">Appendix</p> <p>Guideline 2: LITERATURE AND READING</p> <ul style="list-style-type: none"> ▪ .reading and understanding a wide variety of literature and literary devices/strategies across the genres of poetry, novels, short stories, drama, autobiography, essays, and other non-fiction types of works including technical and informational texts. ▪ reading and understanding of a wide variety of literature by diverse and international authors and authors of both genders ▪ reading and understanding a variety of British works and their English/language arts relationship to the history of the English language ▪ knowledge and understanding of critical theories interpreting written texts and skills to interpret such texts

	<p>⇒ Evaluate the way in which authors have used archetypes (models or patterns) drawn from myth and tradition in literature, film, political speeches, and religious writings.</p> <p>⇒ Analyze recognized works of world literature from a variety of authors that:</p> <ul style="list-style-type: none"> • contrast the major literary forms, techniques, and characteristics from different major literary periods, such as Homeric Greece, Medieval, Romantic, Neoclassic, or the Modern Period. • relate literary works and authors to the major themes and issues of their literary period. • evaluate the influences (philosophical, political, religious, ethical, and social) of the historical period for a given novel that shaped the characters, plot, and setting. 	
	<p>3.3 Literary Criticism</p> <p>⇒ Evaluate the clarity and consistency of political assumptions in a selection of literary works or essays on a topic.</p> <p>⇒ Evaluate the philosophical arguments presented in literary works and the use of dialogue to reveal character to determine whether the authors' positions have contributed to the quality of each work and the credibility of the characters.</p>	<p style="text-align: center;">Appendix</p> <p>Guideline 2: LITERATURE AND READING</p> <ul style="list-style-type: none"> ▪ reading and understanding a wide variety of literature and literary devices/strategies across the genres of poetry, novels, short stories, drama, autobiography, essays, and other non-fiction types of works including technical and informational texts. ▪ knowledge and understanding of critical theories interpreting written texts and skills to interpret such texts <p>Guideline 2: INTEGRATION OF ENGLISH/LANGUAGE ARTS</p> <p>(reading, writing, speaking, listening, and thinking) pedagogy should model:</p> <ul style="list-style-type: none"> ▪ integration of English/language arts with other discipline areas for the purposes of interdisciplinary and integrated curriculum development.

<p><u>Standard 4. WRITING: Writing Process</u></p>	<p>4.1 Organization and Focus ⇒ Engage in conversations with peers and the teacher to plan writing, to evaluate how well writing achieves its purposes, and to explain personal reaction to the task. ⇒ Demonstrate an understanding of the elements of discourse, such as purpose, speaker, audience, and form, when completing narrative, expository, persuasive, or descriptive writing assignments. ⇒ Use point of view, characterization, style, and related elements for specific rhetorical (communication) and aesthetic (artistic) purposes. ⇒ Structure ideas and arguments in a sustained and persuasive way and support them with precise and relevant examples. ⇒ Enhance meaning by using rhetorical devices, including the extended use of parallelism, repetition, and analogy and the issuance of a call for action. ⇒ Use language in creative and vivid ways to establish a specific tone.</p>	<p style="text-align: center;">Appendix</p> <p>Guideline 2: WRITING</p> <ul style="list-style-type: none"> ▪ knowledge and understanding of theories of writing and of the writing process and how these relate to currently accepted writing strategies ▪ knowledge and understanding of the research process and using various technologies as tools of inquiry ▪ knowledge about and ability to model writing well in a variety of forms. <p>Guideline 2: LANGUAGE AND MEDIA</p> <ul style="list-style-type: none"> ▪ knowledge and understanding of language theory, the language acquisition and language development processes, the history of the English language, and the changing nature of language and its different and variant forms, and language appropriateness for various societal contexts.
	<p>4.2 Research and Technology ⇒ Develop presentations by using clear research questions and creative and critical research strategies, such as field studies, oral histories, interviews, experiments, and Internet sources. ⇒ Use systematic strategies to organize and record information, such as anecdotal scripting or annotated bibliographies. ⇒ Use technology for all aspects of creating, revising, editing, and publishing.</p>	<p style="text-align: center;">Appendix</p> <p>Guideline 2: WRITING</p> <ul style="list-style-type: none"> ▪ knowledge and understanding of theories of writing and of the writing process and how these relate to currently accepted writing strategies ▪ knowledge and understanding of the research process and using various technologies as tools of inquiry ▪ knowledge about and ability to model writing well in a variety of forms. <p>Guideline 2: LANGUAGE AND MEDIA</p> <ul style="list-style-type: none"> ▪ knowledge and understanding of accepted

		<p>rules of grammar, syntax, spelling ,mechanics, and especially as identified by the <i>Indiana Academic Standards</i>.</p> <ul style="list-style-type: none"> ▪ knowledge and critical understanding of a variety of media and technology forms and how these relate to other oral and written texts.
	<p>4.3 Evaluation and Revision ⇒ Accumulate, review, and evaluate written work to determine its strengths and weaknesses and to set goals as a writer. ⇒ Revise, edit, and proofread one’s own writing, as well as that of others, using an editing checklist. ⇒ Further develop unique writing style and voice, improve sentence variety, and enhance subtlety of meaning and tone in ways that are consistent with the purpose, audience, and form of writing.</p>	<p>Guideline 2: WRITING</p> <ul style="list-style-type: none"> ▪ knowledge and understanding of theories of writing and of the writing process and how these relate to currently accepted writing strategies ▪ :knowledge and understanding of the research process and using various technologies as tools of inquiry <p>Guideline 2: LANGUAGE AND MEDIA</p> <ul style="list-style-type: none"> ▪ knowledge and understanding of accepted rules of grammar, syntax, spelling ,mechanics, and especially as identified by the <i>Indiana Academic Standards</i>. ▪ knowledge and critical understanding of a variety of media and technology forms and how these relate to other oral and written texts.
<u>Standard 5. WRITING: Writing Applications</u>	<p>5.1 Different Types of Writing and Their Characteristics ▷ .Write fictional, autobiographical, or biographical narratives that:</p> <ul style="list-style-type: none"> • narrate a sequence of events and communicate their significance to the audience. • locate scenes and incidents in specific places. • describe with specific details the sights, sounds, and smells of a scene and the specific actions, movements, gestures, and feelings of the characters; use interior monologue (what the character says silently to self) to show the character’s feelings. 	<p style="text-align: center;">Appendix</p> <p>Guideline 2: WRITING</p> <ul style="list-style-type: none"> ▪ knowledge and understanding of theories of writing and of the writing process and how these relate to currently accepted writing strategies ▪ knowledge about and ability to model writing well in a variety of forms.

	<ul style="list-style-type: none"> • pace the presentation of actions to accommodate changes in time and mood. 	
	<p>▷ Write responses to literature that:</p> <ul style="list-style-type: none"> • demonstrate a comprehensive understanding of the significant ideas in works or passages. • analyze the use of imagery, language, universal themes, and unique aspects of the text. • support important ideas and viewpoints through accurate and detailed references to the text and to other works. • demonstrate an understanding of the author's style and an appreciation of the effects created. • identify and assess the impact of perceived ambiguities, nuances, and complexities within the text. 	<p style="text-align: center;">Appendix</p> <p>Guideline 2: LITERATURE AND READING:</p> <ul style="list-style-type: none"> ▪ knowledge and understanding of critical theories of interpreting written texts and skills to interpret such texts <p>Guideline 2: WRITING</p> <ul style="list-style-type: none"> ▪ knowledge and understanding of theories of writing and of the writing process and how these relate to currently accepted writing strategies ▪ :knowledge and understanding of the research process and using various technologies as tools of inquiry ▪ knowledge about and ability to model writing well in a variety of forms. <p>Guideline 2: INTEGRATION OF ENGLISH/LANGUAGE ARTS (reading, writing, speaking, listening, and thinking) pedagogy should model:</p> <ul style="list-style-type: none"> ▪ integration of English/language arts with other discipline areas for the purposes of interdisciplinary and integrated curriculum development.
	<p>▷ Write reflective compositions that:</p> <ul style="list-style-type: none"> • explore the significance of personal experiences, events, conditions, or concerns by using rhetorical strategies, including narration, description, exposition, and persuasion. • draw comparisons between specific incidents and broader themes that illustrate the writer's important beliefs or generalizations about life. 	<p style="text-align: center;">Appendix</p> <p>Guideline 2: WRITING</p> <ul style="list-style-type: none"> ▪ knowledge and understanding of theories of writing and of the writing process and how these relate to currently accepted writing strategies ▪ :knowledge and understanding of the research process and using various technologies as tools of inquiry

	<ul style="list-style-type: none"> • maintain a balance in describing individual incidents and relate those incidents to more general and abstract ideas. 	<ul style="list-style-type: none"> ▪ knowledge about and ability to model writing well in a variety of forms. <p>Guideline 2: INTEGRATION OF ENGLISH/LANGUAGE ARTS (reading, writing, speaking, listening, and thinking) pedagogy should model:</p> <ul style="list-style-type: none"> ▪ integration of English/language arts with other discipline areas for the purposes of interdisciplinary and integrated curriculum development.
	<p>✎ Write historical investigation reports that:</p> <ul style="list-style-type: none"> • use exposition, narration, description, argumentation, or some combination of rhetorical strategies to support the main argument. • analyze several historical records of a single event, examining critical relationships between elements of the topic. • explain the perceived reason or reasons for the similarities and differences in historical records with information derived from primary and secondary sources to support or enhance the presentation. • included information from all relevant perspectives and take into consideration the validity and reliability of sources. • include a formal bibliography. <p>✎ .Write job applications and resumes that:</p> <ul style="list-style-type: none"> • provide clear and purposeful information and address the intended audience appropriately. • use varied levels, patterns, and types of language to achieve intended effects and aid comprehension. 	<p style="text-align: center;">Appendix</p> <p>Guideline 2: WRITING</p> <ul style="list-style-type: none"> ▪ knowledge and understanding of theories of writing and of the writing process and how these relate to currently accepted writing strategies ▪ :knowledge and understanding of the research process and using various technologies as tools of inquiry ▪ knowledge about and ability to model writing well in a variety of forms. <p>Guideline 2: INTEGRATION OF ENGLISH/LANGUAGE ARTS (reading, writing, speaking, listening, and thinking) pedagogy should model:</p> <ul style="list-style-type: none"> ▪ integration of English/language arts with other discipline areas for the purposes of interdisciplinary and integrated curriculum development. <p style="text-align: center;">Appendix</p> <p>Guideline 2: WRITING</p> <ul style="list-style-type: none"> ▪ knowledge and understanding of theories of writing and of the writing process and how these relate to currently accepted writing strategies ▪ knowledge about and ability to model writing

	<ul style="list-style-type: none"> • modify the tone to fit the purpose and audience. • follow the conventional style for that type of document (a resume or cover letter of application) and use page formats, fonts (typefaces), and spacing that contribute to the readability and impact of the document. 	<p>well in a variety of forms.</p> <p><i>Guideline 2: LANGUAGE AND MEDIA</i></p> <ul style="list-style-type: none"> ▪ knowledge and understanding of language theory, the language acquisition and language development processes, the history of the English and the changing nature of language and its different and variant forms, and language appropriateness for various societal contexts. ▪ knowledge and understanding of accepted rules of grammar, syntax, spelling ,mechanics, and usage especially as identified by the <i>Indiana Academic Standards</i>. ▪ knowledge and critical understanding of a variety of media and technology forms and how these relate to other oral and written texts.
	<p>▷ Use varied and extended vocabulary, appropriate for specific forms and topics.</p>	<p style="text-align: center;">Appendix</p> <p><i>Guideline 2: LANGUAGE AND MEDIA</i></p> <ul style="list-style-type: none"> ▪ knowledge and understanding of language theory, the language acquisition and language developme processes, the history of the English language, and the changing nature of language and its different and variant forms, and language appropriateness for various societal contexts.
	<p>▷ Use precise technical or scientific language when appropriate for topic and audience.</p>	<p style="text-align: center;">Appendix</p> <p><i>Guideline 2: LANGUAGE AND MEDIA</i></p> <ul style="list-style-type: none"> ▪ knowledge and understanding of language theory, the language acquisition and language developme processes, the history of the English language, and the changing nature of language and its different and variant forms, and language appropriateness for various societal contexts.

	<p>▷ Deliver multimedia presentations that:</p> <ul style="list-style-type: none"> • combine text, images, and sound and draw information from many sources, including television broadcasts, videos, films, newspapers, magazines, CD-Roms, the Internet, and electronic media-generated images. • select an appropriate medium for each element of the presentation. • use the selected media skillfully, editing appropriately, and monitoring for quality. • test the audience's response and revise the presentation accordingly. 	<p>Appendix</p> <p><i>Guideline 2: LANGUAGE AND MEDIA</i></p> <ul style="list-style-type: none"> ▪ knowledge and critical understanding of a variety of media and technology forms and how these relate to other oral and written texts. <p><i>Guideline 2: WRITING</i></p> <ul style="list-style-type: none"> ▪ knowledge about and ability to model writing well in a variety of forms. <p><i>Guideline 2: SPEAKING, LISTENING AND NONVERBAL:</i></p> <ul style="list-style-type: none"> ▪ knowledge and understanding of the importance of interpersonal and group communication skills, especially among different cultures and within the workplace
<p><u>Standard 6. WRITING: Written English Language Conventions</u></p>	<p>6.1 Students Write Using Standard English Conventions</p> <p>⇒ Demonstrate control of grammar, diction, paragraph and sentence structure, and an understanding of English usage.</p> <p>⇒ Produce writing that shows accurate spelling and correct punctuation and capitalization.</p> <p>⇒ Apply appropriate manuscript conventions in writing including title page presentation, pagination, spacing and margins, and integration of source and support material, by citing sources within the text, using direct quotations, and paraphrasing.</p>	<p>Appendix</p> <p><i>Guideline 2: LANGUAGE AND MEDIA</i></p> <ul style="list-style-type: none"> ▪ knowledge and understanding of language theory, the language acquisition and language development processes, the history of the English language, and the changing nature of language variant forms, and language appropriateness for various societal contexts. ▪ knowledge and understanding of accepted rules of syntax, spelling, mechanics, and usage especially by the <i>Indiana Academic Standards</i>. ▪ knowledge and understanding of the formatting and language conventions that are appropriate for various production and performance contexts (e.g., manuscript form for a technology manual, business letter formats, referencing styles).
<p><u>Standard 7. LISTENING AND SPEAKING: Listening and Speaking Skills, Strategies, and Applications</u></p>	<p>7.1 Comprehension</p> <p>⇒ Summarize a speaker's purpose and point of view, discuss, and ask questions to draw interpretations</p>	

	<p>of the speaker's content and attitude toward the subject.</p> <p>7.2 Organization and Delivery of Oral Communication</p> <ul style="list-style-type: none"> • Use rhetorical questions (questions asked for effect without an expected answer), parallel structure, concrete images, figurative language, characterization, irony, and dialogue to achieve clarity, force, and artistic effect. • Distinguish between and use various forms of logical arguments, including: <ul style="list-style-type: none"> • inductive arguments (arguments that are highly likely, such as <i>All of these pears are from that basket and all of these pears are ripe, so all of the pears in the basket are ripe</i>) and deductive arguments (arguments that are necessary conclusions based on the evidence, such as <i>If all men are mortal and he is a man, then he is mortal</i>). • syllogisms and analogies (assumptions that if two things are similar in some ways then they are probably similar in others.) <p>⇒ Use logical, ethical, and emotional appeals that enhance a specific tone and purpose.</p> <p>⇒ Use appropriate rehearsal strategies to pay attention to performance details, achieve command of the text, and create skillful artistic staging.</p> <p>⇒ Use effective and interesting language, including informal expressions for effect, Standard English for clarity, and technical language for specificity.</p> <p>⇒ Use research and analysis to justify strategies for gesture, movement, and vocalization, including dialect, pronunciation, and enunciation.</p> <p>⇒ Evaluate when to use different kinds of effects (including visuals, music, sound, and graphics) to create effective productions.</p>	<p>Appendix</p> <p>Guideline 2: SPEAKING, LISTENING AND NONVERBAL:</p> <ul style="list-style-type: none"> ▪ knowledge and understanding of and skills associated with public address, debate, and speaking for a variety of purposes ▪ knowledge and understanding of the importance of critical and aesthetic listening ▪ knowledge and understanding of the importance of oral interpretation skills ▪ knowledge and understanding of the importance that enactments (informal drama) have in English/language arts relation to language growth. <p>Guideline 2: language and media</p> <ul style="list-style-type: none"> ▪ knowledge and understanding of language theory, the language acquisition and language development processes, the history of the English language, and the changing nature of language variant forms, and language appropriateness for various societal contexts. ▪ knowledge and critical understanding of a variety of media and technology forms and how these relate to other oral and written texts.
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	<p>7.3 Analysis and Evaluation of Oral and Media Communications</p> <p>⇒ Analyze strategies used by the media to inform, persuade, entertain, and transmit culture (including advertisements; perpetuation of stereotypes; and the use of visual representations, special effects, and language.</p> <p>⇒ Analyze the impact of the media on the democratic process (including exerting influence on elections, creating images of leaders, and shaping attitudes) at the local, state, and national levels.</p> <p>⇒ Interpret and evaluate the various ways in which events are presented and information is communicated by visual image-makers (such as graphic artists, documentary filmmakers, illustrators, and new photographers).</p> <p>⇒ Critique a speaker's use of words and language in relations to the purpose of an oral communication and the impact the words may have on the audience.</p> <p>⇒ Identify logical fallacies used in oral addresses including <i>ad hominem</i> (appealing to the audience's feelings or prejudices), false causality (falsely identifying the causes of some effect), red herring (distracting attention from the real issue), overgeneralization, bandwagon effect (attracting the audience based on the show rather than the substance of the presentation).</p> <p>⇒ Analyze the four basic types of persuasive speech (propositions of fact, value, problem, and policy) and understand the similarities and differences in their patterns of organization and the use of persuasive language, reasoning, and proof.</p> <p>⇒ Analyze the techniques used in media messages for a particular audience to evaluate effectiveness and infer the speaker's character (using, for example, the Duke of Windsor's his abdication speech).</p>	<p style="text-align: center;">Appendix</p> <p>Guideline 2: SPEAKING, LISTENING AND NONVERBAL:</p> <ul style="list-style-type: none"> ▪ knowledge and understanding of and skills associated with public address, debate, and speaking for a variety of purposes ▪ knowledge and understanding of the importance of critical and aesthetic listening ▪ knowledge and understanding of the importance of oral interpretation skills <p>Guideline 2: LANGUAGE AND MEDIA</p> <ul style="list-style-type: none"> ▪ knowledge and understanding of language theory, the language acquisition and language development processes, the history of the English language, and the changing nature of language variant forms, and language appropriateness for various societal contexts. ▪ knowledge and understanding of accepted rules of syntax, spelling ,mechanics, and usage especially by the <i>Indiana Academic Standards</i>. ▪ knowledge and understanding of the formatting and language conventions that are appropriate for various production and performance contexts (e.g., manuscript form for a technology manual, business letter formats, referencing styles). <p>Guideline 2: INTEGRATION OF ENGLISH/LANGUAGE ARTS</p> <p>(reading, writing, speaking, listening, and thinking) pedagogy should model:</p> <ul style="list-style-type: none"> ▪ integration of English/language arts with other discipline areas for the purposes of interdisciplinary and integrated curriculum development.
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	<p>7.4 Speaking Applications</p> <p>▷ a. Deliver reflective presentations that:</p> <ul style="list-style-type: none"> • explore the significance of personal experiences, events, conditions, or concerns, using appropriate speech strategies, including narration, description, exposition, and persuasion. • draw comparisons between the specific incident and broader themes and to illustrate beliefs or generalizations about life. • maintain a balance between describing the incident and relating it to more general, abstract ideas. <p>▷ b. Deliver oral reports on historical investigations that:</p> <ul style="list-style-type: none"> • use exposition, narration, description, persuasion, or some combination of those to support the thesis (the position on the topic). • analyze several historical records of a single event, examining each perspective on the event. • describe similarities and differences between research sources, using information derived from primary and secondary sources to support the presentation. • include information on all relevant perspectives and consider the validity (accuracy and truthfulness) and reliability (consistency) of sources. <p>▷ c. Deliver oral responses to literature that:</p> <ul style="list-style-type: none"> • demonstrate a comprehensive understanding of the significant ideas of literary works and make assertions about the text that are reasonable and supportable. • present an analysis of the imagery, language, universal themes, and unique aspects of the text through the use of speech strategies, including narration, description, persuasion, exposition, or a combination of those strategies. • support important ideas and viewpoints through specific references to the text and to other works. 	<p style="text-align: center;">Appendix</p> <p>Guideline 2: SPEAKING, LISTENING AND NONVERBAL:</p> <ul style="list-style-type: none"> ▪ knowledge and understanding of and skills associated with public address, debate, and speaking for a variety of purposes ▪ knowledge and understanding of the importance of critical and aesthetic listening ▪ knowledge and understanding of the importance of interpersonal and group communication skills, especially among different cultures and within the workplace ▪ knowledge and understanding of the importance of oral interpretation skills ▪ knowledge and understanding of the importance that enactments (informal drama) have in English/language arts relation to language growth. <p>Guideline 2: LANGUAGE AND MEDIA</p> <ul style="list-style-type: none"> ▪ knowledge and understanding of language theory, the language acquisition and language development processes, the history of the English language, and the changing nature of language variant forms, and language appropriateness for various societal contexts. ▪ knowledge and understanding of the formatting and language conventions that are appropriate for various production and performance contexts (e.g., manuscript form for a technology manual, business letter formats, referencing styles). <p>Guideline 2: INTEGRATION OF ENGLISH/LANGUAGE ARTS</p> <p>(reading, writing, speaking, listening, and thinking) pedagogy should model:</p> <ul style="list-style-type: none"> ▪ integration of English/language arts with other discipline areas for the purposes of interdisciplinary and integrated curriculum
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	<ul style="list-style-type: none"> • demonstrate an awareness of the author’s style and an appreciation of the effects created. • identify and assess the impact of ambiguities, nuances, and complexities within the text. <p>D d. Deliver multimedia presentations that:</p> <ul style="list-style-type: none"> • combine text, images, and sound by incorporating information from a wide range of media, including films, newspapers, magazines, CD-Roms, online information, television, videos, and electronic media-generated images. • select an appropriate medium for each element of the presentation. • test the audience’s response and revise the presentation accordingly. <p>D e. Recite poems, selections from speeches, or dramatic soliloquies with attention to performance details to achieve clarity, force, and aesthetic effect and to demonstrate an understanding of the meaning (for example, stage a presentation of Hamlet’s soliloquy “To Be or Not to Be” or Portia’s soliloquy “The Quality of Mercy Is Not Strained” from <i>The Merchant of Venice</i>).</p>	development.
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